

Build Interest in a Specific Discipline - Engineering and Engineering Technology

Ceramic and Materials Engineering I

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 30-40 per year

CONTACT INFORMATION

Stephen C. Danforth, Professor and Chair, Department of Ceramic and Materials Engineering
Rutgers, The State University of NJ
607 Taylor Road, Piscataway, NJ 08854
Telephone: 732.445.2211
Fax: 732.445.1561
Email: danforth@rci.rutgers.edu
Web Site: <http://ceramicmaterials.rutgers.edu/NMSE/intern.php>

DESCRIPTION

In 2003, with a grant from the NJ Commission on Higher Education, the Department of Ceramic and Materials Engineering began an aggressive outreach program to educate and raise student's interest level in science and engineering, especially in nanotechnology. Nanotechnology is a relatively new field with much potential for benefiting society. The overall program includes professional development sessions for teachers and an internship program for students.

The Department of Ceramic and Materials Engineering hosts 12-15 talented high school students for 7-8 weeks to participate in an annual internship program. During this time, students are assigned a project and work directly with School of Engineering faculty and graduate students.

Program for Acceleration in Careers in Engineering (PACE)

Rutgers, The State University of New Jersey - School of Engineering
NJ Higher Education Sector: Public Research University
Year Began: 1982 Participants Served: 50

CONTACT INFORMATION

Donald M. Brown, Associate Dean
Rutgers University School of Engineering
Office of Student Development, 98 Brett Road, Piscataway, NJ 08854-8058
Telephone: 732.445.2687 x10
Fax: 732.445.5878
Email: dmbrown@rci.rutgers.edu
Web Site: <http://www.paceydc-cj.org/index.html>

Partners: Statewide NJ Public & Private Schools, Engineering students from Rutgers University School of Engineering, Lucent Technologies

DESCRIPTION

PACE (Program for Acceleration in Careers in Engineering) is an innovative science and engineering awareness program for African American high school students. The goal of PACE is to help prepare students for technical careers. Emphasis is placed on mathematics instruction, engineering orientation, college preparatory skills, and cultural awareness. PACE YDC-CJ is in session from 9 am - 1 pm each Saturday morning during the school year at the campus of Rutgers University, located in Piscataway, NJ.

Build Interest in a Specific Discipline - Science

Rutgers Leap Academy Pre-Engineering Curriculum

Rutgers, The State University of New Jersey - Center for Advanced Infrastructure & Transportation / Civil and Environmental Engineering/ School of Engineering
NJ Higher Education Sector: Public Research University

Year Began: 2004

CONTACT INFORMATION

Dr. Monica Mazurek, Assistant Professor
Center for Advanced Infrastructure & Transportation / Civil and Environmental Engineering/ School of Engineering / Rutgers University
623 Bowser Rd., Piscataway, NJ 08854
Telephone: 732.445.3673
Fax: 732.445.0577
Email: mmazurek@rci.rutgers.edu
Web Site: <http://www.cait.rutgers.edu>

Partners: School Districts and Schools, Middle School teachers

DESCRIPTION

In order for students to understand the depth of math and science concepts, there are other activities taking place to ensure quality education in unopened areas for students. In a “Leap Academy” program, Dr. Mazurek partnered with the Rutgers Charter School in Camden, New Jersey, that holds grades K-12. In this partnership with teachers, parents and students, the goal is to make these students college ready. The connection with urban learners is an important bond that enables the students to further their education. Working with an 8th grade teacher, Dr. Mazurek created a lesson plan dealing with engineering information technology. Dr. Mazurek has been able to participate in some of the student activities to help them recognize their scientific talent by judging a science fair, and going over their presentations from the lesson plans created.

Waksman Student Scholars Program

Rutgers, The State University of New Jersey - Waksman Institute

NJ Higher Education Sector: Public Research University

Year Began: 1993

Participants Served: 19 high school teachers & approximately 125 high school students

CONTACT INFORMATION

Dr. William H. Sofer, Professor
Waksman Institute
190 Frelinghuysen Road, Piscataway, New Jersey 08854-8020
Telephone: 732.445.3052
Fax: 732.445.5735
Email: sofer@waksman.rutgers.edu
Web Site: <http://morgan.rutgers.edu>

Partners: Bayonne High School, Bordentown Regional High School, Bridgewater Raritan Regional High School, Colonia High School, East Brunswick High School, Hillsborough High School, Holmdel High School, James Caldwell High School, J. F. Kennedy Memorial High School, Monmouth Regional High School, Montville Township High School, New Brunswick Health Sciences Technology High School, North Brunswick Township High School, Pascack Hills High School, Rutgers Preparatory School, Somerville High School, The Pingry School, Watchung Hills Regional High School, West Windsor-Plainsboro High School South, Corporate Sponsor: GE Healthcare (formally Amersham Biosciences)

DESCRIPTION

The WSSP is a year-long program in molecular biology, genetics and bioinformatics. It begins with a 4-week summer institute and continues at each high school during the academic year The program concludes with student presentations the following spring at the Waksman Forum Poster Session. Each year, a science teacher and two students representing 15 – 20 New Jersey high schools apply to the summer institute. Research continues in the schools in September when many more students can become involved. All high school students who participate in the academic year activities can enroll in the 3-credit affiliated course “Introduction to Research in Molecular Biology.

The WSSP engages participants in a year long, actual research project in molecular biology. Background seminars, laboratory activities and bioinformatics sessions are offered during the four-week non-residential summer institute and at six academic year follow up meetings.

Build Interest in a Specific Discipline - Science and Engineering

Ceramic and Materials Engineering II

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 30-40 per year

CONTACT INFORMATION

Stephen C. Danforth, Professor and Chair, Department of Ceramic and Materials Engineering
Rutgers, The State University of NJ
607 Taylor Road, Piscataway, NJ 08854
Telephone: 732.445.2211
Fax: 732.445.1561
Email: danforth@rci.rutgers.edu
Web Site: <http://ceramicmaterials.rutgers.edu/NMSE/nanoday.php>

DESCRIPTION

In 2003, with a grant from the NJ Commission on Higher Education, the Department of Ceramic and Materials Engineering began an aggressive outreach program to educate and raise student's interest level in science and engineering, especially in nanotechnology. Nanotechnology is a relatively new field with much potential for benefiting society. The overall program includes professional development sessions for teachers and an internship program for students.

The Department of Ceramic and Materials Engineering hosts a NanoDay outreach event twice a year: in the fall and in the spring. The event is a professional development opportunity for middle and high school teachers to learn about new advancements in nanotechnology and materials science.

Build Interest in a Specific Discipline - Science, Engineering, and Mathematics

Rutgers University Junior Science Symposium (Junior Science and Humanities Symposium, Northern NJ Region)

Rutgers, The State University of New Jersey - School of Engineering

NJ Higher Education Sector: Public Research University

Year Began: 1992 Participants Served: 100

CONTACT INFORMATION

Donald M. Brown, Associate Dean/Director
Rutgers University – School of Engineering
98 Brett Road B-110, Piscataway, NJ 08854
Telephone: 732.445.2687
Fax: 732.445.5878
Email: dmbrown@rci.rutgers.edu
Web Site: <http://jshs.org>

Partners: Academy of Applied Science, United States Departments of the Army, Navy, and Air Force

DESCRIPTION

The primary aims of the Junior Science and Humanities Symposium are to promote research and experimentation in the sciences, engineering, and mathematics at the high school level, and to recognize publicly students for outstanding achievement. Each symposium provides a forum for high school students to present the results of their research in various areas, including Behavioral Science, Engineering, Mathematics and Computer Science, and Biological Sciences. Students who participate in the symposia have the opportunity to meet and exchange ideas, interact with practicing researchers, and explore future academic and career opportunities. The regional symposium is a two-day event in early March. Paper and poster presentations are judged throughout the second day, which concludes with a banquet and award ceremony. The winner of the paper presentations is invited to compete for scholarships at the National Junior Science and Humanities Symposium.

Build Interest in a Specific Discipline - Transportation

Garrett Morgan Transportation and Technology Academy

Rutgers, The State University of New Jersey - Center for Advanced Infrastructure & Transportation

NJ Higher Education Sector: Public Research University

Year Began: 2000 Participants Served: 120+

CONTACT INFORMATION

Dr. Claudia Knezek, Program Development Coordinator
Rutgers University - Center for Advanced Infrastructure & Transportation
623 Bowser Road, Piscataway, NJ 08854
Telephone: 732.445.7937
Fax: 732.445.5636
Email: knezek@rci.rutgers.edu
Web Site: <http://www.cait.rutgers.edu>

Partners: Garrett Morgan Transportation and Technology Academy, City of Paterson Board of Education

DESCRIPTION

The Garrett Morgan Transportation and Technology Academy is an innovative high school for over 100 students interested in building careers in transportation. The Academy operates in partnership with the Paterson Public Schools and provides instruction in core curriculum subjects, as well as transportation-related areas. The students are required to attend Transportation and Society, Engineering, and Planning courses, in addition to their normal academic subjects. This school was formed to educate future engineers and workers in the transportation field, as well as to improve the safety and effectiveness of the workforce.

The academy also facilitates a series of activities that provide these high school students with experience in technical applications. Including, working with transportation planning models, to networking with state officials, and visiting engineering laboratories. One example, the Sim City project simulates the creation and management of all components of a city.

College Credits for High School Students

12th Grade Option - Dual Enrollment

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 2004 Participants Served: 9

CONTACT INFORMATION

Donna Cuddy, Assistant Director, Transfer Resources/Articulation
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738
Telephone: 732.224.2574
Fax: 732.224.2955
Email: dcuddy@brookdalecc.edu
Web Site: <http://www.brookdalecc.edu>
Partners: Monmouth Regional High School, Henry Hudson High School, Red Bank Regional High School

DESCRIPTION

Qualified high school seniors are invited to participate in the Dual Enrollment Program at Brookdale Community College. The Dual Enrollment Program allows students in participating high schools to complete up to 12 Brookdale credits during their senior year in high school. These credits may be used toward high school and/or college requirements. Taking Brookdale Community College courses while in high school can defray the total cost of attending college. Credits earned through dual enrollment can be used toward degree requirements at Brookdale and/or transferred to a four-year college. The Dual Enrollment Program enables students to accelerate their college career. Students enrolled in this program may enter their freshman year of college with advanced academic standing. The goal of this program is to make □the senior year more meaningful for students.

College Fast Start Program

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 1975 Participants Served: 68

CONTACT INFORMATION

Donna Cuddy, Assistant Director, Transfer Resources/Articulation
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738
Telephone: 732.224.2574
Fax: 732.224.2955
Email: dcuddy@brookdalecc.edu
Web Site: <http://www.brookdalecc.edu>
Partners: High Schools in Monmouth County

DESCRIPTION

Exceptional high school sophomores, juniors, and seniors presently enrolled at any of Monmouth County's high schools are eligible to apply for Brookdale's Fast Start Program. Students must have the written approval of their guidance counselor and parent/guardian. Students must meet with and be recommended by a Brookdale Fast Start Counselor. Eligible students may enroll in one or two college-level courses. Fast Start students pay full tuition and attend Brookdale classes outside of their regular school day. Upon presentation of the high school diploma, credit may be applied to a Brookdale program or available for transfer. Students participating in "Fast Start" meet with a Student Development Specialist, on Brookdale's Lincroft campus, before choosing their classes.

High Technology High School

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 1991 Participants Served: 121

CONTACT INFORMATION

Donna Cuddy, Assistant Director Transfer Resources/Articulation
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738
Telephone: 732.224.2574
Fax: 732.224.2955
Email: dcuddy@brookdalecc.edu
Web Site: <http://www.brookdalecc.edu>
Partners: Monmouth County Vocational School District

DESCRIPTION

The mission of High Technology High School is to provide a small, nurturing, student centered learning environment for young people in Monmouth County who are talented and truly interested in areas of Engineering, Science, Mathematics and Technology. High Technology High School (HTHS) is a cooperative venture between Monmouth County Vocational School District and Brookdale Community College. HTHS provides a continuous program of technology education for grades 9 - 12. HTHS is designed with state-of-the-art electronic equipment and provides students with internships and the opportunity to study in a college atmosphere. HTHS junior and senior students take Brookdale courses as part of their required academic program.

College Credits for High School Students

Monmouth County Arts High School

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 2005 Participants Served: none yet, to begin in January 2005

CONTACT INFORMATION

Donna Cuddy, Assistant Director, Transfer Resources/Articulation
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738
Telephone: 732.224.2574
Fax: 732.224.2955
Email: dcuddy@brookdalecc.edu
Web Site: http://www.brookdalecc.edu
Partners: Monmouth County Arts High School

DESCRIPTION

Several of the Monmouth County Arts High School courses have been articulated with Brookdale Community College. Students successfully completing these courses will have the option of receiving college credits for their coursework. Students must submit an application and \$25 application fee to Brookdale. A reduced tuition of \$132 per three credit course will be paid by the student. Articulated courses include: Modern Dance, Jazz Ensemble, Broadway Singing, Theatre Arts, and Visual Arts. The goal of the partnership is to challenge talented high school students with college level work.

Tech Prep

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 1992 Participants Served: 120

CONTACT INFORMATION

Donna Cuddy, Assistant Director, Transfer Resources/Articulation
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738
Telephone: 732.224.2574
Fax: 732.224.2955
Email: dcuddy@brookdalecc.edu
Web Site: http://www.brookdalecc.edu

Partners: Monmouth County Vocational School District, Freehold regional, Henry Hudson Regional, Ocean County Vocational-Technical School, Keyport HS, Keansburg HS, Rumson-Fair Haven HS, Bergen County Technical Schools

DESCRIPTION

Brookdale Community College participates in a "Technology Preparation" program. Brookdale has Tech Prep articulation agreements with Monmouth County Vocational School District and area high schools. The goal of these agreements is to assist students in making a seamless transition from high school to college and to provide a well-sequenced continuance of quality educational programs for students in career programs. The Tech Prep program allows eligible high school seniors to earn college credit for selected high school coursework that meets college standards. The credits earned through Tech Prep are "banked" for up to two years, until a student successfully completes an additional twelve credits at Brookdale. At that time, the credits earned through Tech Prep are awarded to the student free.

High School Scholars Program / District Partnerships

Middlesex County College
NJ Higher Education Sector: Community College
Year Began: 1996 Participants Served: 650+

CONTACT INFORMATION

Darlene Yoseloff, Director, Office of School Relations
Middlesex County College
Edison, NJ
Telephone: 732.906.2554
Email: darlene_yoseloff@middlesexcc.edu
Partners: Dunellen, East Brunswick, Edison, Monroe, Piscataway, South Brunswick, Middlesex County Vocational Schools

DESCRIPTION

The goal of the High School Scholars Program is to provide high school students with the opportunity to earn college credits while still in high school. Students must have completed the prerequisites required. Articulated courses are offered in-district and taught by district teachers who must meet all the same criteria as required to adjunct at Middlesex. Students are limited to one course per semester and pay \$100 for the course. This program is offered in the regular academic year only. District teachers meet with college department chairs. Department chairs visit the classes during each semester.

College Credits for High School Students

Union County Magnet High School

Union County College
NJ Higher Education Sector: Community College
Year Began: 1998 Participants Served: 225

CONTACT INFORMATION

Dr. Wallace Smith, Vice President, Academic Affairs
Union County College
1033 Springfield Ave., Cranford, NJ 07016
Telephone: 908.709.7515
Fax: 908.709.0527
Email: smith@ucc.edu
Partners: Union County Magnet High School - a part of Union County Vocational Technical School, Union County College

DESCRIPTION

High School students earn college credit while in high school. Union County College provides faculty to teach on the site of the Magnet High School throughout the year

Curriculum Development

Design and Engineering Program Enhancement - Trenton School District

The College of New Jersey
NJ Higher Education Sector: State College or University

CONTACT INFORMATION

David Cipolloni
The College of New Jersey
PO Box 7718, Ewing, NJ
Telephone: 609.989.2489

DESCRIPTION

TCNJ's Center for Design, Engineering & Technology is collaborating with the Hamilton School System to design and implement a new technology education program that will (1) improve student performance in the core curriculum standards for mathematics, science and technology, and (2) enhance student knowledge and skills that will be essential for living and working in a progressively more complex world. The program builds upon the efforts and results of the UPDATE (Upgrading Practice through Design and Technology "Engineering" Education) and Children Designing and Engineering (CD&E) projects previously funded by the National Science Foundation. Additionally, the program links directly to the products and results of the High-Tech Workforce Excellence Grant awarded to TCNJ by the New Jersey Commission on Higher Education.

Program activities included:
- Developing curriculum units and providing teacher training for a new ninth grade "Introduction to Design and Technology" course
- Providing summer workshops for participating teachers to prepare them to teach the "Introduction to Design and Technology" course
- Supporting the redesign of existing courses within the Science and Engineering Academy at Trenton Central High School

Technology Education Program Redesign

The College of New Jersey
NJ Higher Education Sector: State College or University

CONTACT INFORMATION

David Cipolloni
The College of New Jersey
PO Box 7718, Ewing, NJ
Telephone: 609.989.2489

Partners: Hamilton Township Board of Education, Philadelphia School District

DESCRIPTION

TCNJ's Center for Design, Engineering & Technology is collaborating with the Hamilton School System to design and implement a new technology education program that will (1) improve student performance in the core curriculum standards for mathematics, science and technology, and (2) enhance student knowledge and skills that will be essential for living and working in a progressively more complex world. The program builds upon the efforts and results of the UPDATE (Upgrading Practice through Design and Technology "Engineering" Education) and Children Designing and Engineering (CD&E) projects previously funded by the National Science Foundation. Additionally, the program links directly to the products and results of the High-Tech Workforce Excellence Grant awarded to TCNJ by the New Jersey Commission on Higher Education.

Edison Across the Curriculum

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2004

CONTACT INFORMATION

Paul Israel / Theresa M. Collins, Research Professor; Director and Editor, Thomas A. Edison Papers / Associate Research Professor; Associate Director, Thomas A. Edison Papers
Rutgers, The State University of New Jersey
44 Road 3, Piscataway, NJ 08854-8049
Telephone: 732.445.8511
Web Site: <http://edison.rutgers.edu>

Partners: IEEE Foundation, Martinson Family Foundation, Rutgers Math and Science Learning Center, Rutgers Center for Mathematics, Science and Computer Education

DESCRIPTION

The program aims to enhance the educational experience of students, professionals, and the community, and improve understanding of vital concepts in technology and global society by integrating visual and textual knowledge from the Thomas A. Edison Papers into lesson plans, hands-on demonstrations, professional development workshops, and on-line resource guides that (1) support the implementation of standards-based curricula by teachers; (2) build assessable, modifiable resources to meet the curricula needs of all students; and (3) emphasize learning opportunities in K-12 education that are critical to mathematics, scientific and technological literacy.

Curriculum Development

English/Language Arts Curriculum Reform Project

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2004 Participants Served: 120

CONTACT INFORMATION

Julie Cheville, Assistant Professor of Literacy Education, Director, National Writing Project at Rutgers University
Rutgers, The State University of New Jersey
Graduate School of Education, 10 Seminary Place, New Brunswick, NJ 08540
Telephone: 732.932.7496, x8121
Fax: 732.932.7552
Email: cheville@rci.rutgers.edu
Web Site: <http://www.nwprutgers.org>
Partners: Woodbridge Township Schools, Old Bridge High School (in contract)

DESCRIPTION

Teacher-Consultants who comprise the National Writing Project at Rutgers University have begun the second year of an in-service partnership with middle school English/Language Arts teachers employed in the Woodbridge Township Schools. As an in-service provider to NJ schools, the NWP at Rutgers arranges in-service series and other supplemental services that support the instructional needs of NJ teachers engaged in writing instruction. Our partnership with Woodbridge Township consists of an annual in-service package of full-day workshops that address the integration of reading and writing in the middle school grades.

The National Writing Project at Rutgers University provides a host of instructional services for departments, school, and districts. They include annual in-service workshops, support for curriculum reform, site-based Open Institutes during the summer months, off-campus courses in spring semesters, and other assistance by request.

Reading First - Linden Public Schools

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 65 teachers, 1625 children

CONTACT INFORMATION

Gail Fazio, Reading First Supervisor
Linden School District
Linden, NJ
Telephone: 908.468.2800 X 146
Email: gfazio@linden.k12.nj.us
Partners: Gail Fazio, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind legislation, grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Linden received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

Engineering Planet

Rutgers, The State University of New Jersey - Center for Advanced Infrastructure & Transportation
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 1473

CONTACT INFORMATION

Dr. Monica Mazurek, Assistant Professor
Rutgers University - Center for Advanced Infrastructure & Transportation/Civil & Environmental Engineering/School of Engineering
623 Bowser Road, Piscataway, NJ 08854
Telephone: 732.445.3673
Fax: 732.445.0577
Email: mmazurek@rci.rutgers.edu
Web Site: <http://www.cait.rutgers.edu>
Partners: School Districts and Schools, Middle School teachers, Statewide

DESCRIPTION

The Center has hired two science teachers from a local middle school to develop several educational modules. It is critical that the education of K-12 students include an understanding of the importance of transportation, energy use and forms of transportation, and how transportation is connected to many forms of environmental pollution; such as air quality, airborne particulate matter and ozone, and surface runoff containing road dust that ends up in surface waters and coastal and estuarine sediments. The goal of this program is to inform and educate K-12 students about Transportation Infrastructure, Civil and Environmental Engineering, and what professionals in these areas do.

Each lesson is related to the New Jersey state/national science and educational standards. Teachers are able to access the website and pull up any of the available lesson plans, knowing that each lesson will target many areas of the curriculum that they need to cover.

Curriculum Development

MetroMath

Rutgers, The State University of New Jersey - Center for Math, Science & Computer Education (CMSCE)
NJ Higher Education Sector: Public Research University
Year Began: 2003

CONTACT INFORMATION

Joseph Rosenstein, Principle Investigator
Rutgers University - CMSCE
118 Frelinghuysen Rd., Piscataway, NJ 08854
Telephone: 732.445.4065
Fax: 732.445.2894
Email: joer@dimacs.rutgers.edu
Web Site: <http://www.metromath.org>

Partners: University of Pennsylvania, City University of NY, Newark Public School District, Plainfield Public School District, NY City Public School System, Philadelphia School District

DESCRIPTION

Rutgers, The State University of New Jersey, is the lead recipient of up to \$10 million from the National Science Foundation (NSF) to conduct a five-year project focused on improving mathematics education in urban schools from kindergarten through 12th grade. Rutgers' partners in the project are The City University of New York/Graduate Center and the University of Pennsylvania, as well as the school districts of New York City, Newark and Plainfield, N.J., and Philadelphia. MetroMath: The Center for Mathematics in American Cities is a diverse partnership of specialists in mathematics, mathematics education, cognitive science, psychology, educational policy, and urban studies. The MetroMath Center will identify the critical strategies that will help urban students succeed in mathematics, and how those strategies should be implemented. The Center will develop leaders who will work to implement those strategies, and will leverage existing resources in urban communities to help children learn. The MetroMath Center will develop a research-based framework for successful mathematics education in America's cities.

MetroMath will offer two-year seminars and mentored internships for 50 graduate students and 100 working teachers, each of whom will earn a special certificate. These multi-disciplinary seminars will provide participants with a variety of perspectives and tools, and prepare them to assume major leadership positions in improving mathematics education in the cities. To prepare them for these graduate-level seminars, the Center will offer professional development programs to more than 300 teachers in New Jersey, New York City, and Philadelphia. The institutes aim at developing teachers' knowledge of mathematics and their understanding of how it is learned and how it may best be taught.

GK-12 Fellows: Building a Learning Community in Science and Mathematics Through Educational Partnerships

Rutgers, The State University of New Jersey - Center for Mathematics, Science and Computer Education
NJ Higher Education Sector: Public Research University
Year Began: 1999
Participants Served: 32 participants directly: 8 graduate students, 4 undergraduate students and 20 middle school teachers (middle school students meet with teachers, graduate and undergraduate students on a weekly basis)

CONTACT INFORMATION

Dr. Kathleen Scott, Professor
Rutgers University Math and Science Learning Center
618 Allison Road, Piscataway, New Jersey 08854
Telephone: 732.445-2806
Fax: 732.445-0643
Email: scott@biology.rutgers.edu
Web Site: <http://mslc.rutgers.edu>

Partners: Edison Township School District, John Adams Middle School, Woodrow Wilson Middle School, Metuchen School District, Edgar Middle School, Old Bridge Township School District, Jonas Salk Middle School, Plainfield School District, Hubbard Middle School, South Plainfield School District, South Plainfield Middle School, South Brunswick Township School District, Crossroads Middle School South

DESCRIPTION

This Program establishes and supports dynamic learning environments among the university and local school districts. Rutgers University graduate and advanced undergraduate students in science, technology, engineering, or mathematics (STEM) partner with middle school teachers, their students, and administrators from selected NJ school districts. Together they enhance their school curricula with innovative, hands-on science and mathematics activities in areas that are targeted by the schools. Rutgers students and teachers begin to work together during a two-week Summer Institute. Partnerships are strengthened during the academic year, when students introduce contemporary science and mathematics to existing middle school programs. This is a year long project that begins with a two week summer Institute when Rutgers graduate and undergraduate science, mathematics or engineering students meet with middle school science and mathematics teachers. During the academic year, Rutgers students work with students in the classrooms of their partner teachers, enhancing existing programs.

Curriculum Development

AP English Teachers Colloquium Series

Rutgers, The State University of New Jersey - Department of English
NJ Higher Education Sector: Public Research University
Year Began: 1999 Participants Served: approx. 50 per session

CONTACT INFORMATION

Richard Dienst, Associate Professor of English
Rutgers University, New Brunswick
510 George Street, New Brunswick, NJ 08901-1167
Telephone: 732.932.8082
Fax: 732.932.1150
Email: richard.dienst@rutgers.edu
Web Site: <http://english.rutgers.edu/>
Partners: AP English teachers statewide

DESCRIPTION

The Rutgers English Department organizes colloquia for AP English high school teachers across the state. Each colloquium features presentations from Rutgers English Faculty and focuses on a specific scholarly topic. Past events, for example, addressed topics such as "Early Modern Literature and Culture" and "Native American Literature." We hope to provide opportunities for sharing research and pedagogical strategies. Participants receive credit for 3 professional development hours. The colloquia are offered one or two times a year, led by 2 to 3 faculty members.

The Newark Student Voices Project

Rutgers, The State University of New Jersey - Eagleton Institute of Politics
NJ Higher Education Sector: Public Research University
Year Began: 2001 Participants Served: 1080 students per year

CONTACT INFORMATION

Susan Sherr, Assistant Research Professor
Eagleton Institute of Politics
191 Ryders Lane, New Brunswick, NJ 08901
Telephone: 732.932.9384 x268
Fax: 732.932.6778
Email: ssherr@rci.rutgers.edu
Web Site: <http://www.student-voices.org/newark>
Partners: Newark Public Schools, Annenberg Public Policy Center, Chad Science Academy, Eagleton Institute, Rutgers

DESCRIPTION

The goal of Newark Student Voices Project is to implement a civic education curriculum in all of Newark’s public high schools. A full-time project coordinator works with Newark teachers to engage students in the political process and help them to make their voices heard in the community. Teachers are trained each year in how to use the curriculum effectively in the classroom. Services offered during the academic year include professional development, classroom visits to help students use the project web site, Sponsorship of district-wide civics fair and facilitation of classroom visits by public officials and activists

Curriculum Development

New Jersey Center for Character Education

Rutgers, The State University of New Jersey - Located in Graduate School for Applied and Professional Psychology, Center for Applied Psychology
NJ Higher Education Sector: Public Research University

Year Began: 2003 Participants Served: Ten public school districts and a network of 1,400 educators

CONTACT INFORMATION

Philip M. Brown, Ph.D, Director
Located in Graduate School for Applied and Professional Psychology, Center for Applied Psychology
41 Gordon Road, Piscataway 08854
Telephone: 732.445.7504
Fax: 732.445.7970
Email: pmbrown@rci.rutgers.edu
Web Site: <http://www.nj-charactered.net>

Partners: RU Department of Psychology (Dr. Maurice Elias), Character Education Partnership (national, non-profit), Center for Civic and Law-Related Education (RU), Collaborative for Academic, Social and Emotional Learning (national, non-profit), Princeton Center for Leadership Training (national, non-profit), The College of New Jersey, School of Education, Center for Effective School Practices (RU), Network for Family Life Education, Center for Applied Psychology (RU), The Center for Media Studies (RU), Farleigh Dickinson University, Cape May County Special Svs. School District, Cherry Hill Public Schools, Highland Park Schools, Hunterdon Central Regional High School, Jersey City Public Schools, Monroe Township Public Schools, Paterson Public Schools, Plainfield Public Schools, Westwood Regional School District, Woodbridge Township School District

DESCRIPTION

The New Jersey Center for Character Education (NJCCE) has been established by the New Jersey Department of Education through a grant from the US Department of Education to provide guidance, leadership and support for public and nonpublic educators developing and implementing character education programs. The Center provides statewide and regional conferences annually, facilitates the work of ten demonstration project school districts, and supports an information dissemination and collegial response forum, the New Jersey Character Education Network. The Center also provides technical assistance regarding program design and evaluation to school districts in association with the state's Character Education Partnership program of state aid for all school districts.

The NJCCE assists public and non-public school districts in integrating core ethical values, such as respect, responsibility and civic involvement into curriculum and school life by providing high quality conferencing, networking, professional development opportunities and electronic communications. The NJCCE also provides technical assistance regarding program development, implementation and evaluation of character education and social/emotional learning programs.

A Digital Archive of New Jersey History

Rutgers, The State University of New Jersey Libraries

NJ Higher Education Sector: Public Research University

Year Began: 1997 Participants Served: Teachers from nine school districts have developed modules with lesson plans since 1997.

CONTACT INFORMATION

William Fernekes, Ed. D., Supervisor of Social Studies
Hunterdon Central Regional High School
84 Route 31, Flemington, NJ 08822
Telephone: 908.284.7147
Fax: 908.284.7173
Email: wfernekes@hcrhs.k12.nj.us
Web Site: <http://www.scc.rutgers.edu/njh/>

Partners: Rutgers University Libraries, Hunterdon Central Regional HS, East Brunswick Public Schools, Freehold Regional Public Schools, Flemington-Raritan Regional Public Schools, Bridgewater-Raritan Regional Schools

DESCRIPTION

The Electronic New Jersey project is designed for secondary, middle, and elementary school teachers to develop web-based curriculum modules using primary source material to provide students with an in-depth study of New Jersey history. The eight topical modules currently available were chosen after careful review of a range of sources available in the Special Collections and University Archives of the Rutgers University Libraries, Rutgers University-New Brunswick. Instructional activities accompany the digital sources located in each topical module. Jersey Homesteads and Social Protest in the 1960s and 1970s were piloted by students and faculty at Hunterdon Central Regional HS and Spotswood HS in 1997. In 1998-99, modules were added on the Civil War and NJ, Paul Robeson and Rutgers, New Jersey and the American Revolution, and World War II in NJ. In 2001-02, new modules on the History of Science and Technology and Mass Culture and Consumerism were developed, field-tested and mounted on the site. During summer 2003, 5 new modules were developed: Thomas Edison and the Research Process, Women's Suffrage in NJ, The Cold War and Academic Freedom, WW II and NJ Industry, and NJ and the Civil War: The Life of A Soldier. These new modules will be field-tested and revised by May 2004, with mounting on this site scheduled for winter 2005. This program provides the opportunity for faculty to engage in research and curriculum development through the use of technology.

Curriculum Development

SUC2ES2 - Students Understanding Critical Connections Between the Environment, Society and Self

University of Medicine and Dentistry of New Jersey - School of Public Health
NJ Higher Education Sector: Public Research University
Year Began: 2000 Participants Served: 87 adults 1870 students

CONTACT INFORMATION

Laura Hemminger, Director, Resource Center
University of Medicine and Dentistry of New Jersey - School of Public Health
170 Frelinghuysen Road, EOSHI - Room 236G, Piscataway, NJ 08854
Telephone: 732.445.0351
Fax: 732.445.0122
Email: lehemmin@eohsi.rutgers.edu
Web Site: <http://www.eohsi.rutgers.edu/rc>

Partners: Environmental and Occupational Health Sciences Institute, University of Medicine and Dentistry of NJ - School of Public Health, Woodbridge Township School District, NJ State Department of Education, Rutgers Graduate School of Education

DESCRIPTION

SUC2ES2 represents a seven-year partnership between the Woodbridge Township School District , the Environmental and Occupational Health Sciences Institute and the University of Medicine and Dentistry of NJ School of Public Health, in collaboration with the NJ State Department of Education and the Rutgers Graduate School of Education. Curriculum guides are being developed for second, fifth, and seventh-graders in the district that incorporate environmental health themes as methods for improving academic performance. The integrative materials address NJ core curriculum content standards. The award-winning ToxRAPtm (Toxicology, Risk Assessment and Pollution) curriculum serves as the foundation for creating the new guides. ToxRAPtm enables youth to understand basic environmental health sciences concepts and to make informed decisions to reduce their health risks. As of September 2004, the second-grade module has been implemented district-wide; fifth-grade is being implemented in half of the district's elementary schools; and the seventh-grade module is being pilot-tested. Curriculum development, teacher training, and student assessment projects are coordinated throughout the academic year and during the summer.

High School - College Transition Assistance

Basic Skills Outreach

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 2002

CONTACT INFORMATION

Barbara Tozzi, Chairperson, Basic Skills Committee
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738
Telephone: 732.224.2842
Fax: 732.224.2772
Email: btozzi@brookdalecc.edu
Web Site: <http://www.brookdalecc.edu>
Partners: Monmouth County High Schools

DESCRIPTION

The Basic Skills Committee hosts an Outreach conference for high school professionals in the spring semester. The goal of the conference is to foster improved communication between Brookdale and high schools in Monmouth County in order to facilitate a smoother transition for students. High school faculty and guidance counselors will have an understanding of the basic skills requirements at Brookdale. Some conference workshops have included a College Board panel discussion regarding ACCUPLACER and SAT; best practices of incorporating reading, writing, and math across the curriculum; and a testing session that allowed participants to take ACCUPLACER. Developmental courses are offered to students in the summer.

BRIDGE Program

Union County College
NJ Higher Education Sector: Community College
Year Began: 1991 Participants Served: 50

CONTACT INFORMATION

Peter Vida, Asst. Dean, Enrollment Mgt/Counseling Services
Union County College
1033 Springfield Ave, Cranford, NJ 07016
Telephone: 908.709.7518
Fax: 908.709.7110
Email: vida@ucc.edu
Web Site: <http://www.ucc.edu>
Partners: Union County School Districts

DESCRIPTION

The program runs both during the academic year and in the summer. Services are provided during and after school hours and on weekends.

Non-Academic Support Services

Highland Park Community Teen Center (A School Based Youth Services Program)

Rutgers, The State University of New Jersey - Center for Applied Psychology
NJ Higher Education Sector: Public Research University
Year Began: 2000 Participants Served: 140

CONTACT INFORMATION

Leslie Hodes, Ed.D., Program Director
Highland Park Community Teen Center
102 North 5th Avenue, Highland Park, NJ 08904
Telephone: 732.572.2400, x.3020
Fax: 732.572.3967
Email: lhodes@highlandpark.k12.nj.us
Web Site: <http://www.highlandpark.k12.nj.us/users/ctc/mainframe.htm>

Partners: Rutgers University Center for Applied Psychology, Highland Park Public Schools

DESCRIPTION

The goal of the partnership is to provide high caliber youth services to residents of Highland Park between the ages of 12 and 19. Many youth do not receive crucial health related services due to lack of availability and financial means. This program makes those services readily available in a format and setting that the students are comfortable with. Rutgers University provides state of the art mental health services within this program. The graduate students who provide most of the direct services (under the supervision of the clinical coordinator) are receiving training from the highly respected faculty of the Graduate School of Applied and Professional Psychology.

Rutgers' preventative health groups provide individual and family counseling, teacher consultation on mental health and behavioral issues, and diversity-awareness programs. Through this grant and the assistance of Rutgers University staff, Highland Park Public School employees provide sexual health counseling, including pregnancy prevention, substance abuse prevention, and recreational programs for the community.

School Psychology Practicum Placement - South Brunswick

Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 4

CONTACT INFORMATION

George Scott, Director of Special Services
South Brunswick Board of Education
Rte 1 Road, South Brunswick, NJ

Partners: South Brunswick school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

School Psychology Practicum Placement - Princeton

Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology,
NJ Higher Education Sector: Public Research University
Year Began: 2004 Participants Served: 4

CONTACT INFORMATION

Agnes Goldiing, Psy.D., School Psychologist
Princeton Board of Education
Nassau Street, Princeton, NJ

Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

Non-Academic Support Services

Rutgers/Somerset Counseling Project

Rutgers, The State University of New Jersey - GSAPP
NJ Higher Education Sector: Public Research University
Year Began: 1994 Participants Served: 30

CONTACT INFORMATION

Nancy Boyd-Franklin, Ph.D., Professor
GSAPP, Rutgers Univ.
152 Frelinghuysen Rd., Piscataway, NJ 08854-8085
Telephone: 732.445.2000 x 135
Email: boydfrank@aol.com
Partners: GSAPP, Rutgers University, Sampson G. Smith Intermediate School

DESCRIPTION

The goal of this partnership is to provide school and home-based individual and family therapy to students who are at risk of school failure and behavior problems, in order to promote academic achievement and personal development. The university works with school personnel and community agencies to provide counseling, tutoring, mentoring, parent training, and family therapy.

Safe Schools

University of Medicine and Dentistry of New Jersey - School of Public Health
NJ Higher Education Sector: Public Research University
Year Began: 1992 Participants Served: 300

CONTACT INFORMATION

Barry Schlegel, EdD, CIH, Assistant Professor
University of Medicine and Dentistry of New Jersey - School of Public Health
170 Frelinghuysen Road, EOHSI - Room 236E, Piscataway, NJ 08854
Telephone: 732.445.0920
Fax: 732.445.0122
Email: schlegba@umdnj.edu

DESCRIPTION

Safe Schools is designed to assist schools in reducing risk to occupational safety and health hazards. Since 1992, Safe Schools has involved a number of outreach components designed to support teachers, administrators, coordinators and those involved in school-to-careers. The Safe Schools Manual consists of a series of checklists that allow schools to self-inspect for health and safety regulations. Updates are made twice each year to reflect changes in regulations and are subsequently mailed to schools. The Safe Schools newsletter is sent to schools twice a year with information and updates. Safe Schools also analyzes records of injury and illness from schools, as well as providing assistance with safety and health issues relevant to school-to-careers. Throughout the year, free training on a variety of health and safety topics is offered to teachers. Teacher training, special consultation, accident report analysis, manual updates and taskforce meetings are coordinated throughout the year.

Other

Center for Assistive Technology & Inclusive Education Studies

The College of New Jersey

NJ Higher Education Sector: State College or University

Year Began: 2002

Participants Served: varies by year; 17 partners 2002-2004

CONTACT INFORMATION

Amy G. Dell, Director

The College of New Jersey

PO Box 7718, Ewing, NJ 08628-0718

Telephone: 609.771.3016

Fax: 609.637.5179

Email: caties@tcnj.edu

Web Site: <http://caties.tcnj.edu>

Partners: Bernards Township Public Schools, Chatham SD, Fredon Twsp SD, East Brunswick SD, Hamilton Twsp SD, Highland Park SD, Hopewell Valley Regional SD, Livingston SD, Manalapan-Englishtown Regional SD, Mendham Twsp SD, Mercer County Special Services SD, Montclair SD, Montgomery Twsp SD, Morris SD, Mountain Lakes SD, Newark Public Schools, West New York SD

DESCRIPTION

CATIES is a research and service initiative of The College of New Jersey's School of Education. It is dedicated to improving the educational experiences of children with disabilities by linking faculty and staff expertise with the needs of New Jersey's educational community.

CATIES partners with New Jersey school districts to assist students with disabilities by conducting: hands-on workshops and providing technical assistance on instructional and assistive technology to enhance teaching and learning, transitioning from high school, and implementing strategies to support inclusive education, assistive technology evaluations to determine which technology tools will help a child with disabilities access the curriculum and succeed in school, functional behavior assessments based on positive behavior support practices.

Diversity Council

Kean University

NJ Higher Education Sector: State College or University

Year Began: 1992

Participants Served: 67 Public and Private Schools, Kean University Students

CONTACT INFORMATION

Gerald Melnick, Director, Diversity Council

Kean University

1000 Morris Ave., Union, NJ 07783

Telephone: 908.737.4633

Fax: 908.737.4664

Email: gmelnick@kean.edu

Web Site: <http://www.kean.edu>

Partners: Kean University, and School districts:, Belleville, Berkeley Heights, Chatham, Clark, Cranford, East Brunswick, East Windsor, Eatontown, Edison, Elizabeth, Florham Park, Fort Lee, Franklin, Freehold, Hasbrouck Hgts., Hazlet, Highland Park, Hillside, Irvington, Jersey City, Keansburg, Linden, Livingston, Long Branch, Manalapan/Englishtown, Middletown, Millburn, Monmouth Reg., Montclair, Montville, New Providence, North Brunswick, North Plainfield, Notre Dame, Old Bridge, Paramus, Parsippany/Troy Hills, Pascack Valley, Passaic, Paterson, Perth Amboy, Piscataway, Plainfield, Pt. Pleasant, Princeton, Rahway, Randolph, Red Bank, Roselle, Roselle Catholic, Roxbury, Scotch Plains/Fanwood, Shepard, Solomon Schechter, Somerville, So. Orange/Maplewood, S. Plainfield, So. River, Springfield, Summit, Teaneck, Union Catholic, Union Twsp., Watchung Hills, Westfield, West Orange

DESCRIPTION

The Diversity Council of Kean University is an organization dedicated to human harmony, understanding, and mutual support of issues dealing with diversity. It provides professional development for members on multicultural and diversity issues. The council attempts to raise the consciousness of students and all its members in regard to what it means to be a just and caring individual in a diverse democratic society.

Other

Quality New Jersey/Asbury Park High School Baldrige-Based Alternative Accreditation Program Pilot

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2001 Participants Served: Faculty, administration and students of Asbury Park High School, faculty and administrators from Rutgers, Hunterdon Central High School and senior leadership of Air Cruisers Corporation.

CONTACT INFORMATION

Sherrie Tromp, Associate Director, Center for Organizational Development and Leadership
Rutgers, The State University of New Jersey
New Brunswick, NJ
Telephone: 732.932.1420
Email: tromp@odl.rutgers.edu
Partners: Asbury Park High School and District, Quality New Jersey, Air Cruisers Corporation, Hunterdon Central Regional High School, Rutgers Center for Organizational Development and Leadership

DESCRIPTION

New Jersey is the first state in the nation to adapt the Baldrige criteria as an alternative to State Department of Education certification. Quality New Jersey, Rutgers Air Cruisers Corporation, and Hunterdon Central High School (a past recipient of the Governor’s Quality Award) partnered with Asbury Park High School to create a model of improvement for urban districts across the state.

The partnership is designed to assist Asbury Park High school administration, teachers, and staff in institutionalizing a data driven, process-improvement-focused approach to change within the school using the Baldrige organizational excellence criteria. Services provided by the partners include organizational climate assessment, process team facilitation, instruction in data gathering and analysis methods.

Public Education Institute (PEI)

Rutgers, The State University of New Jersey - Center for Effective School Practices
NJ Higher Education Sector: Public Research University
Year Began: 2003 Participants Served: approximately 750-1000 per yeqr

CONTACT INFORMATION

Claudia Burzichelli, Executive Director
Rutgers, The State University of New Jersey
80 Cottontail Lane, Suite 410, Somerset, NJ 08873
Telephone: 732-564-9100
Fax: 732-564-9099
Email: cdowling@rci.rutgers.edu
Web Site: <http://cesp.rutgers.edu>
Partners: Public Institute of Education (PEI), Representatives of Business and Labor, Other individuals and groups interested in improving public schools, Staff from the NJ Department of Education

DESCRIPTION

The Public Education Institute (PEI) joined CESP in 2003. The PEI Roundtables provide balanced, timely, and research-based information; they raise important policy issues, allow for expression of varying viewpoints, and provide a meaningful foundation for analyzing and building support for educational reforms; CESP provides facilitated afternoon sessions to discuss how to implement ideas raised during the morning's presentation and panel discussion. In addition, Roundtable highlights and overheads will soon be available on the CESP website.

Roundtables, seminars, and local forums; Study circles

Other

Mid Atlantic Center for Ocean Science Education Excellence (MACOSEE)

Rutgers, The State University of New Jersey – IMCS, Jacques Cousteau National Estuarine Research Reserve
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 8 institutions

CONTACT INFORMATION

Michael De Luca, Senior Associate Director
Institute of Marine & Coastal Sciences
71 Dudley Road, New Brunswick NJ 08901
Telephone: 732.932 6555 x 512
Fax: 732.932 8578
Email: deluca@imcs.rutgers.edu
Web Site: <http://www.macosee.net>

Partners: New York Aquarium, Stevens Institute of Technology – CIESE, Rutgers University – IMCS, University of Maryland – Horn Point Laboratory, Virginia Institute of Marine Science, Word Craft

DESCRIPTION

The National Science Foundation (NSF) has established the Mid-Atlantic Center for Ocean Science Education Excellence (COSEE) to promote awareness and understanding of ocean sciences by integrating research and education programs and resources to encourage lifelong learning experiences for a broad audience including K-12 teachers, students (K-16), coastal managers, families, and diverse populations, especially underrepresented groups in the marine sciences. Lifelong learning is promoted using existing resources of the Mid Atlantic COSEE partners, featuring the coastal observing systems developed in New Jersey, Maryland, and Virginia. Programs and resources are delivered in a variety of ways including face-to-face programs and training, internships, and technology-based methods such as distance learning and the worldwide web.

The Waksman Challenge

Rutgers, The State University of New Jersey - Waksman Institute
NJ Higher Education Sector: Public Research University
Year Began: 1996 Participants Served: World wide, any high school level student with Internet access can participate in the Waksman Challenge

CONTACT INFORMATION

Dr. William H. Sofer, Professor
Waksman Institute
190 Frelinghuysen Road, Piscataway, New Jersey 08854-8020
Telephone: 732.445.3052
Fax: 732.445 – 5735
Email: sofer@waksman.rutgers.edu
Web Site: <http://morgan.rutgers.edu>

Partners: Many high schools from around the nation and students from around the world have participated. Our Corporate Sponsor is GE Healthcare (formally Amersham Biosciences).

DESCRIPTION

Waksman Challenges are sets of bioinformatics research problems that are offered over the Internet (<http://morgan.rutgers.edu>). High school students use web based resources including computational tools and genomic databases to answer Challenge questions. Three or four Challenges are posted each year. Over 2,000 high school students from around the world have participated since Challenges were first posted in November 1996. Student responses are submitted electronically and evaluated by graduate students and project associates. Each team is given a written critique of their response, and each student receives a certificate acknowledging their participation in that Challenge.

Challenge questions are developed by Rutgers faculty and offered over the Internet three or four times during the academic year. After teams of high school students submit their answers to a Challenge, responses are critiqued and evaluated. These evaluations are sent to teachers and each student receives a certificate acknowledging their participation.

Paraprofessional/Alternate Route Training

New Pathways to Teaching in New Jersey

Brookdale Community College - Division of Outreach, Business and Community Development

NJ Higher Education Sector: Community College

Year Began: 2003 Participants Served: 35 (stage II, 2004-05 program)

CONTACT INFORMATION

Susan Craig, Manager, Professional Development Services

Brookdale Community College, Division of Outreach, Business and Community Development

765 Newman Springs Road, Lincroft, NJ 07738

Telephone: 732.224.2308

Fax: 732.224.2444

Email: scraig@brookdalecc.edu

Web Site: <http://www.brookdalecc.edu>

Partners: Brookdale Community College (and 16 other community colleges), New Jersey City University, K-12 school districts, NJ Council of County Colleges

DESCRIPTION

The goal of the New Pathways to Teaching in NJ (NPTNJ) is to ease the K-12 teacher shortage, especially in math, science, and languages, by providing an innovative, effective alternate route to teacher certification program. NPTNJ provides the required academics for newly hired K-12 alternate route teachers. The program also provides districts with highly motivated and qualified substitute teachers who are looking for contracted positions while completing the NTPNJ Program. New Jersey City University adds an additional layer to the partnership by offering graduate credit toward a Master of Arts in Teaching. Several school district superintendents sit on the NPTNJ coordinating council to advise and give feedback from the school district perspective. The six-week summer program acquaints students with the profession of teaching, classroom management, lesson plans, and provides students with 15 hours of guided observation in a K-12 classroom. The academic year component provides student teachers the opportunity for classroom experience in the school district.

New Pathways to Teaching in NJ - NPTNJ

Middlesex County College

NJ Higher Education Sector: Community College

Year Began: 2003 Participants Served: 35

CONTACT INFORMATION

Darlene Yoseloff, Director, Office of School Relations

Middlesex County College

Edison, NJ

Telephone: 732.906.2554

Email: darlene_yoseloff@middlesexcc.edu

Partners: NJCU, local school districts

DESCRIPTION

NPTNJ is a partnership between NJCU and the community college sector that offers an alternate route to teaching. Students may elect to take the program for graduate credit or for certification only. If they elect graduate credit, they can earn 15 graduate credits. The program runs during the summer and academic year. In addition to providing instructors for the program, the community college observes each student and works with local districts where students can observe veteran teachers. If students attend this program, the district can waive the first 20 days of required mentoring.

Precollege Program

Program for Acceleration in Careers of Engineering (PACE)

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 1982 Participants Served: 43

CONTACT INFORMATION

John M. Jones, Co-Administrator
Brookdale Community College
P.O. Box 493, Lincroft, NJ 07738
Telephone: (908) 226-0116
Email: coadmins@pace-monmouth.org
Web Site: <http://www.pace-monmouth.org/>

DESCRIPTION

PACE is a science and engineering awareness program in which professionals volunteer their time to work with minority □high school students to help them prepare for college and technical careers. Emphasis is placed on mathematics □instruction, engineering orientation, college preparatory skills, leadership development and cultural awareness. The □primary objectives of the program are to increase student awareness of and desire to pursue career opportunities in science, engineering, and technology; enhance each student's academic preparation for such careers; and instill self-esteem, cultural pride and awareness of African-American and Latino technical accomplishments.

The College Bound Program

The College of New Jersey
NJ Higher Education Sector: State College or University
Year Began: 1986 Participants Served: 140

CONTACT INFORMATION

James Chambers, Director
The College of New Jersey
P.O. Box 7718, Ewing, NJ 08628-0718
Telephone: (609) 771-2575
Fax: (609) 637-5149
Email: jchamber@tcnj.edu

DESCRIPTION

Program Services (Academic):
Computer Skills Training, Math/Science Instruction, Critical Thinking Skill Development, Grade & Attendance Monitoring

Program Services (Other):
Social Skills Development/Confidence Building, Leadership Development, Campus Visits & Tours, College Fairs, College Awareness, Career Counseling, Mentoring, Personal Counseling, Cultural Activities

J & J Pre-Collegiate Science Grant: Urban Initiatives for Pre-college Science Education

Georgian Court University
NJ Higher Education Sector: Independent College or University
Participants Served: 0

CONTACT INFORMATION

Dr. Prasad Lakkaraju
Georgian Court University
Lakewood, NJ
Telephone: (732) 987-2319
Email: lakkaraju@georgian.edu

DESCRIPTION

Program Services (Academic):
Remedial Instruction, Math/Science Instruction, Critical Thinking Skill Development

Program Services (Other):
Social Skills Development/Confidence Building, Campus Visits & Tours, Mentoring, Cultural Activities

Precollege Program

Gear Up / Onward

Kean University
NJ Higher Education Sector: State College or University
Year Began: 2000 Participants Served: 0

CONTACT INFORMATION

Jose Caceres, Director
Kean University
100 Morris Ave. EC106, Union, NJ 07208
Telephone: (908) 527-2994
Fax: (908) 353-7270
Partners: William C. McGinnis Middle School

DESCRIPTION

Program Services (Academic):
Computer Skills Training, Study Skills Training, Reading/Writing Instruction, Math/Science Instruction, Critical Thinking Skill Development, Grade & Attendance Monitoring

Program Services (Other):
Social Skills Development/Confidence Building, Leadership Development, Campus Visits & Tours, College Fairs, College Awareness, Career Counseling, Mentoring, Cultural Activities

Project Adelante

Kean University
NJ Higher Education Sector: State College or University
Year Began: 1988 Participants Served: 181

CONTACT INFORMATION

Jose Caceres, Director
Kean University
100 Morris Ave. EC106, Union, NJ 07208
Telephone: (908) 737-5981
Fax: (908) 737-5985
Email: adelante@kean.edu
Web Site: www.kean.edu/~adelante
Partners: Perth Amboy High School, Lincoln Middle School, McGinnis Middle School, Roosevelt Middle School, Shull Middle School, Maxon Middle School, Passaic High School

DESCRIPTION

The mission of Project Adelante is to help at risk Latino youngsters in grades 6-12 achieve their fullest potential, graduate from high school and go on to higher education.

School of the Arts

Kean University
NJ Higher Education Sector: State College or University
Year Began: 2001 Participants Served: 12

CONTACT INFORMATION

Dr. Michael DeSiano, Chair, Department of Fine Arts
Kean University
1000 Morris Ave., Union, NJ 07083
Telephone: (908) 737-4397
Fax: (908) 527-6254
Email: mdesiano@kean.edu

DESCRIPTION

Program Services (Academic):
Computer Skills Training, Critical Thinking Skill Development, Aesthetic principles; Social Skills Development/Confidence Building

Program Services (Other):
Social Skills Development/Confidence Building, Leadership Development, Campus Visits & Tours, Gallery exhibit on campus

Precollege Program

Science STAR / Health EPIC

Kean University
NJ Higher Education Sector: State College or University
Year Began: 1987 Participants Served: 100

CONTACT INFORMATION

Dr. Steven Kubuw, Professor of Chemistry
Kean University
1000 Morris Ave., Union, NJ 07083
Telephone: (908) 527-3021
Fax: (908) 354-2746
Email: skubo@kean.edu
Partners: nine high schools in Union County

DESCRIPTION

Kean University currently offers two five-week summer programs for minority high school juniors in the immediate vicinity of Kean University. The two programs, Project Health Epic and Project Science Star, are administered out of the College of Natural, Applied and Health Sciences. Both programs have vocabulary building and problem solving components, but differ in their academic thrusts. The programs take place four days a week for a five-week period during the summer, and students receive a \$300.00 stipend for successful completion.

Project Health Epic is designed to help students focus on health careers other than the usual professional options of medicine and dentistry. These include Medical Laboratory Science, Health Information Management, Nursing, Occupational Therapy and Physical Therapy. Students in this program are exposed to the various allied health professions from lectures by health professionals engaged in their particular occupations. Additionally, these students have hands-on experience in Biology and also receive computer instruction.

Project Science Star is designed to demonstrate how several science disciplines can work together to solve a problem. Emphasis is on an experimental approach to science and students collect data from experiments of their design. The sciences involved are Biology, Chemistry, Earth Science, and Mathematics/Computer Science. Experiments are conducted in each of the sciences with the exception of Math/CPS. In Math/CPS students learn how to analyze data collection with the use of a computer statistics package.

Women Into Science and Technology - WIST

Kean University
NJ Higher Education Sector: State College or University
Year Began: 1994 Participants Served: 200

CONTACT INFORMATION

Dr. Ludija Kampa, Professor Chemistry
Kean University
1000 Morris Ave., Union, NJ 07083
Telephone: (908) 527-2487
Fax: (908) 354-2746
Email: lkampa@kean.edu
Partners: 10 local high schools

DESCRIPTION

The Kean University Women Into Science and Technology (WIST) project is an outreach program to support and mentor high school girls in mathematics, science and technology. This program includes high school girls and their teachers, Kean University female undergraduates and faculty, and female scientists from local industries. The goals of WIST are to encourage high school girls to persevere in math, science and technology courses, and to consider pursuing careers in these fields. The program also strives to give undergraduate females the opportunity to act as mentors for the high school girls while interacting with professional scientists. WIST offers two all day programs: one in the spring called Career Activity Day and one in the fall called Experience Day at Kean. There are ten local high schools that participate in these programs and each high school sends 10 girls and 2-3 teachers. WIST also gives workshops at the local high school, where Kean University faculty and undergraduate women visit the high schools and present workshops to WIST participants.

Precollege Program

Educational Talent Search

Mercer County Community College
NJ Higher Education Sector: Community College
Year Began: 1981 Participants Served: 771

CONTACT INFORMATION

Donald Davis, Director - Youth College
Mercer County Community College
North Broad & Academy Streets, Trenton, NJ 08608
Telephone: (609) 586-4800 x6657
Fax: (609) 695-8573
Email: davisd@mccc.edu
Web Site: www.mccc.edu/community_youth_jkc.shtml
Partners: Trenton Public Schools

DESCRIPTION

Educational Talent Search is an outreach program designed to motivate Trenton area youth and adults to identify and consider their educational and career options. The program identifies 850 qualified individuals with potential for education at the postsecondary level and encourages them to complete secondary school and undertake a program of post-secondary education. Working in collaboration with the school district and community organizations, the Talent Search program offers tutoring, academic, personal and career counseling referral services, assistance with postsecondary admissions and financial aid applications, computer aided instruction, parental assistance and cultural/educational enrichment field trips.

NJ Youth Corps of Trenton

Mercer County Community College
NJ Higher Education Sector: Community College
Participants Served: 60

CONTACT INFORMATION

Elizabeth Payer, Director, NJ Youth Corps of Trenton
Mercer County Community College
6 Esther Ave., Ewing, NJ 08618
Telephone: (609) 530-2625
Fax: (609) 530-4277
Email: dhs008nj-02@rcc.com
Web Site: www.mccc.edu/youth/jkcyouth/jkcyouth.htm
Partners: Trenton School District

DESCRIPTION

Program Services (Academic):
Remedial Instruction, Reading/Writing Instruction, Math/Science Instruction, Critical Thinking Skill Development, Grade & Attendance Monitoring, GED Prep

Program Services (Other):
Social Skills Development/Confidence Building, Leadership Development, Campus Visits & Tours, Career Counseling, Personal Counseling, Cultural Activities

Project SMILE/GEAR UP

Mercer County Community College
NJ Higher Education Sector: Community College
Year Began: 1999 Participants Served: 331

CONTACT INFORMATION

Wayne P. Murray, Director
Mercer County Community College
P.O. Box B (North Broad and Academy Streets), Trenton, NJ 08690
Telephone: (609) 586-4800 x6578
Fax: (609) 695-8573
Email: murrayw@mccc.edu
Web Site: www.mccc.edu
Partners: Hedgepeth Williams Middle School, Joyce Jilmer Middle School, Luis-Munoz Rivera Middle School, Trenton Central High School, Arthur Holland Middle School, Trenton Central High School West

DESCRIPTION

Project SMILE/GEAR UP is a program for 7th-12th grade students who live in Trenton and wish to participate in math, science, reading and computer classes that reinforce their classroom instruction. Before being assigned to classes, students are tested and placed at appropriate levels. Classroom activities include lecture, lab, and practical experience with computers. Students also go on cultural enrichment field trips that help to develop their understanding of the world around them. Tutoring and individual instruction is provided in subjects that students find difficult. Counseling is also offered, and provides the motivational tools needed for success in an academic environment.

Precollege Program

Project SMILE-Community of Learners-Bristol Myers Squibb

Mercer County Community College
NJ Higher Education Sector: Community College
Year Began: 1999 Participants Served: 30

CONTACT INFORMATION

Wayne P. Murray, Director
Mercer County Community College
North Broad and Academy Streets, Trenton, NJ 08658
Telephone: (609) 586-4800 x6578
Fax: (609) 983-8453
Email: murrayw@mccc.edu
Web Site: <http://www.mccc.edu>
Partners: Trenton School District

DESCRIPTION

Program Services (Academic):
Remedial Instruction, Computer Skills Training, Academically accelerated courses below the college level, e.g. A.P., Study Skills Training, Reading/Writing Instruction, Math/Science Instruction, Critical Thinking Skill Development

Program Services (Other):
Social Skills Development/Confidence Building, Leadership Development, Campus Visits & Tours, College Fairs, Career Counseling, Mentoring, Personal Counseling, Cultural Activities

Twilight High School and Honors Program

Mercer County Community College
NJ Higher Education Sector: Community College
Year Began: 1999 Participants Served: 4

CONTACT INFORMATION

Donald Jones, Director Enrollment Services
Mercer County Community College
P.O. Box B (North Broad & Academy Streets), Trenton, NJ 08690
Telephone: (609) 586-4800 x6647
Email: jonesd@mccc.edu
Partners: Trenton Central High School

DESCRIPTION

The Kerney Twilight High School Program prepares at-risk Trenton youth for their high school diploma. They can also earn college credits.

Upward Bound

Mercer County Community College
NJ Higher Education Sector: Community College
Year Began: 1978 Participants Served: 80

CONTACT INFORMATION

Donald Davis, Director - Youth College
Mercer County Community College
P.O. Box B (North Broad & Academy Streets), Trenton, NJ 08690
Telephone: (609) 586-4800 x6657
Fax: (609) 695-8573
Email: davisd@mccc.edu
Web Site: www.mcc.edu/youth/jkcyouth/jkcyouth.htm
Partners: Trenton Central High School

DESCRIPTION

Upward Bound provides academic services to high school students who reside in Trenton and are educationally and economically disadvantaged, but have the desire and potential to succeed in post-secondary institutions. Academic enrichment is provided throughout the school year and during a six-week summer academy. College tours and cultural excursions provide students the opportunity to experience life beyond their community. Upward Bound students receive fee waivers for college applications and SAT exams, as well as, transportation to and from the James Kerney Campus. Upward Bound applicants must meet federal income guidelines, demonstrate scholastic potential and obtain recommendations from guidance counselors, teachers and community leaders in order to participate. More than 85% of Mercer's Upward Bound graduates enroll in post-secondary institutions throughout the United States.

Precollege Program

A-Step-Alliance for Successful Teen Employment Program

Middlesex County College
NJ Higher Education Sector: Community College
Year Began: 1992 Participants Served: 0

CONTACT INFORMATION

Kevin Jarido, Coordinator
Middlesex County College
140 New Street, New Brunswick, NJ 08901
Telephone: (732) 745-8866
Fax: (732) 249-7306
Partners: New Brunswick School District

DESCRIPTION

A-STEP is a program designed to provide employment opportunities to New Brunswick youth, ages 14-21. Some academic and career exposure occurs during the training in addition to worksite assignments. A-STEP may expand to a more comprehensive precollege program with financial support.

GATEway

Middlesex County College
NJ Higher Education Sector: Community College
Year Began: 1980

CONTACT INFORMATION

Darlene Yoseloff, Director, Office of School Relations
Middlesex County College
2600 Woodbridge Ave., Edison, NJ 08818
Telephone: 732.906.2554
Fax: 732.906.7709
Email: Darlene_Yoseloff@middlesexcc.edu
Web Site: <http://www.middlesexcc.edu/schoolrelations>
Partners: Middlesex County high schools

DESCRIPTION

GATEway offers college-level courses for academically gifted students in 7th-9th grades. Students in 10th-12th grade students participate in a summer program.

Princeton University Preparatory Program

Princeton University
NJ Higher Education Sector: Independent College or University
Year Began: 2001 Participants Served: 60

CONTACT INFORMATION

John B. Webb, Director, Program in Teacher Preparation
Princeton University
41 Willow Street, Princeton, NJ 08540
Telephone: (609) 258-3336
Fax: (609) 258-4527
Email: jwebb@princeton.edu
Web Site: www.princeton.edu/teacher/PUPP
Partners: Trenton Central High School, Ewing High School, Princeton High School

DESCRIPTION

Since the summer of 2001, the Princeton University Preparatory Program has annually invited 20 to 25 ninth-grade local high school students, chosen on the basis of their academic potential and family income, to participate in an intensive three-year program that introduces them to the world of scholarship and raises their academic sights. Each summer of their high school years, the students spend six weeks on the Princeton University campus taking courses and interacting with university faculty. The curriculum is built around intensive reading and writing, an introduction into higher-level mathematics, courses in physical science and sociology, and an in-depth exposure to the fine arts. A special program has been added that will prepare students for standardized tests and for the college application process. Full support is provided for seniors in preparing and submitting their college application.

Precollege Program

Minding Our Business

Rider University
NJ Higher Education Sector: Independent College or University
Year Began: 1997 Participants Served: 90

CONTACT INFORMATION

Sigfredo A. Hernandez, Founder/Administrator
Rider University
2083 Lawrenceville Rd., Lawrenceville, NJ 08648
Telephone: (609) 895-5509
Fax: (609) 896-5304
Email: Hernandez@rider.edu
Partners: Arthur J. Holland Middle School, Martin Luther King, Jr. Middle School, Rivera Middle School

DESCRIPTION

Program Services (Academic):
Reading/Writing Instruction, Math/Science Instruction, Critical Thinking Skill Development

Program Services (Other):
Leadership Development and entrepreneurial skills, Social Skills Development/Confidence Building, Campus Visits & Tours, College Awareness, Career Counseling, Mentoring, Personal Counseling, Cultural Activities

Rutgers Upward Bound

Rutgers University
NJ Higher Education Sector: Public Research University
Year Began: 1966 Participants Served: 100

CONTACT INFORMATION

A. Patricia Johnson, Asst. Dean/Director, Upward Bound
Rutgers University
52 Joyce Kilmer Ave., Piscataway, NJ 08854
Telephone: (732) 445-3090 x866
Fax: (732) 445-3519
Email: pajohnson@rci.rutgers.edu
Partners: Schools in New Brunswick, Perth Amboy and Plainfield

DESCRIPTION

The Rutgers Upward Bound (RUB) Program is funded by the U.S. Department of Education. The program is designed to assist and motivate students to succeed and graduate from high school and prepare students to enroll and complete a post-secondary education of their choice. Upward Bound is a year-round project which has two components: a six-week residential summer program, and a Saturday academic year program.

Rutgers Young Scholars Program in Discrete Mathematics

Rutgers University
NJ Higher Education Sector: Public Research University
Year Began: 1990 Participants Served: 30

CONTACT INFORMATION

Joseph G. Rosenstein, Associate Director for Education
Rutgers University
96 Frelinghuysen Road, Piscataway, NJ 08854
Telephone: (732) 445-4065
Fax: (732) 445-5932
Email: toti@dimacs.rutgers.edu
Web Site: http://dimacs.rutgers.edu/ysp

DESCRIPTION

This program is designed to encourage talented students to consider careers in the mathematical sciences. Students participate in an intensive four-week academic program that provides a challenging introduction to discrete mathematics; a new area of the mathematical sciences with many applications on the cutting edge of modern research. Students develop and enhance problem-solving abilities by applying mathematical concepts to a wide range of problems. They meet distinguished professionals in the field of discrete mathematics who serve as role models and mentors. Students also have an opportunity to participate in a year-long research project.

Precollege Program

Camp \$tart-Up

Rutgers University Business School
NJ Higher Education Sector: Public Research University
Year Began: 2003 Participants Served: 25

CONTACT INFORMATION

Melinda Little, Vice President, Chief Operating Officer, Independent Means, Inc.
Rutgers University Business School
1126 East Haley, #A16, Santa Barbara, CA 93101
Telephone: (518) 891-0197
Fax: (518) 891-6008
Email: mlittle231@aol.com

DESCRIPTION

Camp \$tart Up is a national program for teenage girls interested in developing their entrepreneurial skills. Through an eight-day program including classes, mentoring sessions, field trips, and visits from local businesswomen, the program prepares each student for completing her own business plan for her own corporation.

Rutgers-New Brunswick GEAR UP Partnership

Rutgers University-New Brunswick
NJ Higher Education Sector: Public Research University
Year Began: 2000 Participants Served: 389

CONTACT INFORMATION

Dr. Saundra Tomlinson-Clarke, Associate Professor
Rutgers University-New Brunswick
10 Seminary Place, New Brunswick, NJ 08901
Telephone: (732) 932-7496 x8305
Email: smaria@rci.rutgers.edu

Partners: Lincoln, Livingston, and New Brunswick High Schools

DESCRIPTION

The Rutgers-New Brunswick GEAR UP Partnership is a collaborative initiative between Rutgers Graduate School of Education and the New Brunswick Public School District. Beginning in the year 2000, this five-year grant is designed to provide students and their families with early awareness and knowledge of college opportunities, with an emphasis on academic readiness. The program provides academic preparation and enrichment to students who attend either Lincoln or Livingston Elementary School in New Brunswick beginning in the 5th grade. The program also extends services to students who continue their education at the New Brunswick High School. Tutoring and mentoring services are provided to students through the GEAR UP Tutoring Plus program. Parent workshops provide families with information regarding college and financial resources for college.

Precollege Program

Douglass Project for Rutgers Women in Math, Science, Engineering and Technology

Rutgers, The State University of New Jersey - Douglass College
NJ Higher Education Sector: Public Research University
Year Began: 1986 Participants Served: 307

CONTACT INFORMATION

Kim Ann Zajack, Director, Pre-college programs
Douglass College, Rutgers the State University
50 Bishop St, New Brunswick, NJ 08901
Telephone: 732.932.9197, X20
Fax: 732.932.1533
Email: zajack@rci.rutgers.edu
Web Site: http://www-rci.rutgers.edu/~dougproj/dp_precollege_programs.html
Partners: school districts, corporations, foundations, Douglass College Alumnae, state government agencies, Non-traditional Career Center, Rutgers University, Rutgers University academic departments

DESCRIPTION

The Douglass Project for Rutgers Women in Math, Science, Engineering and Technology, through the pre-college program series, is dedicated to supporting students at the secondary level who show an interested in these disciplines. The Project is dedicated to offering pre-college women the opportunity to explore scientific research in a collegiate setting, involving them in hands-on math and science-related activities, helping them establish peer networks, and exposing them to female role models. The pre-college program series provides the support to young females to achieve their goals, while fostering their own personal growth and development through leadership activities.

The Douglass Science Institute (DSI) for young women entering grades 9 through 12 is a four-week summer residential exploratory program for students interested in mathematics, science, engineering and/or technology. Each grade level attends one week each summer for all four years of high school. Entry into the program is made by application during the spring of the 8th grade.

The Douglass Science Weekend Academy, held on 3 Saturdays in the fall is a program for selected 9th and 10th grade women. The program is designed to provide young women with an opportunity to participate in hands-on labs and workshops relating to the physical and life sciences, engineering, and mathematics.

The Douglass Science Career Exploration Day is an event for NJ high school women in grades 11 and 12 and their parents or guardians. Professional women from a diversity of backgrounds and disciplines, present panel discussions to create an awareness of the multitude of career paths that are available today. Educational backgrounds, career history, current research projects and networking techniques are discussed.

New Jersey Governor's School of Engineering and Technology

Rutgers, The State University of New Jersey - School of Engineering
NJ Higher Education Sector: Public Research University
Year Began: 2001 Participants Served: 100

CONTACT INFORMATION

Donald M. Brown, Associate Dean/Director
Rutgers University - School of Engineering
98 Brett Road, Piscataway, NJ 08854
Telephone: 732.445.2687
Fax: 732.445.5878
Email: dmbrown@rci.rutgers.edu
Web Site: <http://coewwww.rutgers.edu/osp/gs.html> or <http://www.govschool.org/new/>
Partners: NJ State Board of Education

DESCRIPTION

The Governor's School of Engineering and Technology presents a summer enrichment program that nurtures the talents of academically gifted students, as related specifically to the fields of engineering, technology, and information technology. In addition to general knowledge regarding the various engineering disciplines, participants gain an awareness of not only the professional and personal impact that engineering and technology have on their lives but also the developing opportunities in the world of research. Scholars leave the program with a genuine understanding of the importance of teamwork in a professional setting, including both individual styles of interaction well as group dynamics.

During this four-week residential summer program, participants study a rigorous and ambitious curriculum, including classes, tours, and guest lecturers. Scholars are assigned to work on collaborative research projects in various engineering disciplines. Concluding the program, each of these groups formally present their research to peers, family, and distinguished guests.

Precollege Program

The Academy at Rutgers for Girls in Engineering & Technology (TARGET)

Rutgers, The State University of New Jersey - School of Engineering
NJ Higher Education Sector: Public Research University
Year Began: 1997 Participants Served: 45

CONTACT INFORMATION

Evelyn Hanna, Program Development Specialist
Rutgers University School of Engineering
Office of Student Development, 98 Brett Road, Piscataway, NJ 08854-8058
Telephone: 732.445.2687 x19
Fax: 732.445.5878
Email: evelynh@rci.rutgers.edu
Web Site: <http://coewww.rutgers.edu/osp/target/target.html>

Partners: Statewide NJ Public & Private Schools, Rutgers University Chapter of the Society of Women Engineers, Lucent Technologies, NJ Space Grant Consortium, Engineering Information Foundation

DESCRIPTION

The Academy at Rutgers for Girls in Engineering and Technology is specifically designed to familiarize girls with the various types of engineering disciplines and to instill a feeling of mathematical and scientific accomplishment within the participants. TARGET runs in two two-week sessions with 25 7th and 8th grade girls in the first session and 20 9th and 10th grade girls in the second session. TARGET program curricula and schedule consists of 9 days packed with exciting projects and interesting labs. TARGET runs in the summer throughout July. A Saturday academy runs throughout the academic year on a once-a-month basis.

The Engineering Experience for Minorities

Rutgers, The State University of New Jersey - School of Engineering
NJ Higher Education Sector: Public Research University
Year Began: 1980 Participants Served: 16-24

CONTACT INFORMATION

Donald Brown, Associate Dean
School of Engineering, Office of Student Development
98 Brett Road, Piscataway, NJ 08854-8058
Telephone: 732.445.2687
Fax: 732.445.5878
Email: dmbrown@rci.rutgers.edu
Web Site: <http://coewww.rutgers.edu/osp/>

Partners: Newark School District

DESCRIPTION

By attending TEEM, students will be exposed to the various disciplines available in engineering, along with the demand faced in these exciting fields. Through full and challenging weekly schedules and working in small groups, students will experience the synergistic benefits of teamwork. Finally, the research model of TEEM will prepare students to consider an undergraduate engineering education and even graduate school as an additional option. The program also helps develop problem solving, communication, and leadership skills. The program runs during the summer for a period of two weeks.

Pharmacy Education Program

Rutgers, The State University of New Jersey, Ernest Mario School of Pharmacy
NJ Higher Education Sector: Public Research University
Year Began: 1981 Participants Served: 5

CONTACT INFORMATION

Nancy Cintron-Budet, Assistant Dean for Student Development
Rutgers, The State University of New Jersey, Ernest Mario School of Pharmacy
160 Frelinghuysen Road, Piscataway, NJ 08854
Telephone: (732) 445-2678 x629
Fax: (732) 445-5767
Email: ncb@rci.rutgers.edu

DESCRIPTION

The Pharmacy Education Summer Enrichment Program (PEP) is available to a select number of high school students to aid them in their transition from high school to college. The program will assist students to compete more effectively for admission to the School of Pharmacy.

The Summer Pre-College Enrichment Program emphasizes the following areas: special instruction in mathematics with an emphasis on word problems; sessions in reading comprehension, grammar, writing, and verbal skills; orientation and introduction to concepts in general chemistry; an introduction to a pharmacy course; exposure to laboratory environment with an emphasis on compounding and formulating; and small group tutoring in each of the subject areas listed above.

Precollege Program

College for Teens

Union County College
NJ Higher Education Sector: Community College
Year Began: 2000 Participants Served: 100

CONTACT INFORMATION

Ms. Dale Munn, Director Lifelong Learning
Union County College
1033 Springfield Ave., Cranford, NJ 07016
Telephone: (908) 709-7678
Fax: (908) 709-7070
Email: munn@ucc.edu
Partners: Union County, 19 school districts

DESCRIPTION

The program, while adhering to the New Jersey Core Curriculum Content Standards, gives students the chance to explore a variety of careers in science, computer science, technology, and business disciplines. Students will learn how each discipline can be applied to various career options. Students will be challenged to expand themselves academically and creatively while pursuing their individual interests. Essential skills such as applied learning, career building, leadership development, problem solving, independent thinking, and self-esteem enhancement will be explored through formal class work, lectures, laboratory and/or projects, and field trips to local industry.

Science Enrichment Program

UMNDJ-Robert Wood Johnson Medical School
NJ Higher Education Sector: Public Research University
Year Began: 1997 Participants Served: 30

CONTACT INFORMATION

Janice M. Johnson, M.D., Assistant Dean
UMNDJ-Robert Wood Johnson Medical School
675 Hoes lane, C-222, Piscataway, NJ 08854
Telephone: (732) 235-2144
Fax: (732) 235-2121
Partners: New Brunswick, Perth Amboy, Plainfield, Trenton and Elizabeth School Districts

DESCRIPTION

The SEP is an intensive 6-week summer program initiated in 1997, which offers a curriculum including academic courses, career information, and counseling. The academic courses include college biology lecture and laboratory, SAT math and verbal review, expository writing, academic computing, and cognitive skills sessions to enhance reading, writing, studying, and test-taking skills. The combination of courses is designed to expand participants' academic abilities and help with the transition to college. Eligibility is based on the Health Career Opportunity Program (HCOP) grants criteria for "educationally and economically disadvantaged students." All eligible students will be reviewed by the SEP admission committee.

Pre-Service Clinical Placements

School Psychology Practicum

Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology
NJ Higher Education Sector: Public Research University
Year Began: 1992

CONTACT INFORMATION

Karen L. Haboush Psy.D, Visiting Assistant Professor, GSAPP Rutgers University
Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology
New Brunswick, NJ
Telephone: 732.249.2777
Partners: Princeton, South Brunswick, NJ, Somerville, NJ, GSAPP, RU

DESCRIPTION

The Graduate School of Applied and Professional Psychology has partnerships with three NJ School districts who have agreed to provide supervised training experiences for doctoral level school psychology students. District school psychologists, who are employed by the local board of education, supervise students within the district on a weekly basis. Students provide a range of psychological services in areas of counseling, testing, and teacher consultation. Services are provided during the academic year and additional training experiences are offered by Rutgers University during the summer. District school psychologists are eligible to receive continued education through Rutgers University in exchange for agreeing to supervise graduate students.

School Psychology Practicum Placement - New Brunswick

Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology
NJ Higher Education Sector: Public Research University
Year Began: 2004 Participants Served: 3

CONTACT INFORMATION

Carole Salvador, Psy.D, Consulting Psychologist
New Brunswick Board of Education
Livingston Avenue, New Brunswick, NJ
Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

School Psychology Practicum Placement - Piscataway

Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 6

CONTACT INFORMATION

Dermott McGee, Director of Special Services
Piscataway Board of Education
Stelton Road, Piscataway, NJ
Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

Pre-Service Clinical Placements

School Psychology Practicum Placement - Somerville

Rutgers, The State University of New Jersey - Graduate School of Applied and Professional Psychology

NJ Higher Education Sector: Public Research University

Year Began: 2004 Participants Served: 4

CONTACT INFORMATION

Marie O’Leary, Superintendent of Schools

Somerville Board of Education

Gaston Road, Somerville, NJ

Partners: school district, schools, School psychology program at Graduate School of Applied and Professional Psychology

DESCRIPTION

The purpose of the partnership is to train school psychologists to become competent members of a public school and to provide the school district with university resources. The district provides a real time experience for the systematic, integrative training of school psychologists. The university provides the knowledge and experience of the faculty to educate the professionals with state of the art practices. Both parties obtain mutual respect for their roles and responsibilities and the students at the school district and the university benefit from this partnership.

Graduate students provide assessment, intervention, consultative, and programmatic activities to the administrators, faculty, and students in the school district. Faculty provide in-service workshops to the professional staff and consultation to administrators. These services are provided throughout the academic calendar of the school district.

Professional Development for Teachers

Brookdale Math/Science/Technology Education Network

Brookdale Community College
NJ Higher Education Sector: Community College
Year Began: 1984 Participants Served: 600-1,000 per year

CONTACT INFORMATION

Helen W. Elliott, Director of Community Programming
Brookdale Community College
765 Newman Springs Road, Lincroft, NJ 07738
Telephone: 732.224.2178
Fax: 732.224.2664
Email: helliott@brookdalecc.edu
Web Site: <http://www.brookdalecc.edu>
Partners: Belmar-St. Rose, Bradley Beach, Brielle, Eatontown, Hazlet, Spring Lake, Keansburg-St. Ann, Highlands, Keansburg, Little Silver, Long Branch, Long Branch-Holy Trinity, Spring Lake Heights, Marlboro Twsp, Matawan-Aberdeen, Middletown Twsp., Monmouth Beach, Mon-Ocean Educational Services, Tinton Falls, Neptune Twsp., Ocean Twsp-St. Mary, Ocean Twsp., Oceanport, Sea Girt, West Long Branch

DESCRIPTION

The goal of the partnership is to provide professional development for Math and Science teachers from member districts. This is done through 28-32 six-hour workshops. Science, math, and technology professional development workshops are provided during the academic year.

Professional Development School Network (PDSN)

The College of New Jersey
NJ Higher Education Sector: State College or University
Year Began: 1994 Participants Served: 17 School Districts

CONTACT INFORMATION

Dr. Robert J. Bartoletti, Director
The College of New Jersey PDSN
PO Box 7718, Ewing, NJ 08628-0718
Telephone: 609.771.2327
Fax: 609.771.5196
Email: bartolet@tcnj.edu
Web Site: <http://www.tcnj.edu>
Partners: Bordentown Regional SD, City of Burlington Public Schools, Delaware Twsp Schools, East Amwell Twsp School, East Windsor Regional SD, Ewing Twsp SD, Hamilton Twsp SD, Hillsborough Twsp SD, Hopewell Valley Regional Schools, Lambertville School, Lawrence Twsp SD, Plumsted Twsp SD, South Brunswick SD, South Hunterdon High School, Trenton Public Schools, West Amwell Twsp School, West Windsor-Plainsboro Regional SD

DESCRIPTION

The College of New Jersey is an institute of higher education that is strongly grounded in the preparation of educators. TCNJ has developed long-lasting relationships with school districts and agencies in the professional community. Based on these existing relationships and always striving to achieve best practices in teaching and learning, TCNJ invited school districts to establish a professional development school network which is grounded in the work of the Holmes Partnership and the literature of the reform movement in public education. This early stage of what would become the current PDSN began in 1994. The College is an invited member of the Holmes Partnership.

Professional Development for Teachers

Teachers as Leaders and Learners

The College of New Jersey

NJ Higher Education Sector: State College or University

Year Began: 2003

Participants Served: 2 - Trenton School District, Diocese of Trenton Urban Catholic Schools

CONTACT INFORMATION

Sharon Sherman / Cathy Liebars, Professors

The College of New Jersey

PO Box 7718, Ewing, NJ 08628-0718

Telephone: 609.771.2714

Fax: 609.771.3330

Email: shermans@tcnj.edu / liebars@tcnj.edu / switzer@tcnj.edu

Web Site: <http://tall.intrasun.tcnj.edu>

Partners: Trenton Public Schools, Diocese of Trenton Urban Catholic Schools

DESCRIPTION

The College of New Jersey is an institute of higher education that is strongly grounded in the preparation of educators. TCNJ has developed long-lasting relationships with school districts and agencies in the professional community. Trenton is a high need, "Abbott" district, characterized by low student achievement in mathematics, science, and language arts. Although programs are already underway in language arts, prior to this initiative, little content-specific professional development has taken place in mathematics and science. TALL provides this critical service, and focuses on the elementary and middle schools where a significant decline in student achievement has been well documented in mathematics and science.

The College of New Jersey, its School of Education, School of Science, School of Engineering and the Trenton Public Schools and the Diocese of Trenton Schools are partnering in a unique professional development opportunity called Teachers as Leaders and Learners (TALL). The goal is to improve student proficiency through high quality, on-site, sustained professional development in the core content areas of mathematics, science and technology, which are integrated for teachers, paraprofessionals, and pre-service teachers.

The Principals' Center for the Garden State at The College of New Jersey

The College of New Jersey

NJ Higher Education Sector: State College or University

Year Began: 2004

CONTACT INFORMATION

Elaine P. Davis, Executive Director

The College of New Jersey

PO Box 7718, Ewing, NJ 08628-0718

Telephone: 609.771.3051

Fax: 609.637.5028

Web Site: <http://www.tcnj.edu/principalscenter/>

Partners: The Principals' Center has over a 1,000 individual members and District memberships across the state.

DESCRIPTION

The Principals' Center for the Garden State at The College of New Jersey provides a forum for Leadership Development and collaboration among school principals and top school administrators from all types of K-12 educational institutions. Our belief is that principals are the driving force of educational and cultural development within their schools. It is our goal to assist in providing quality programs on those current issues which affect school leaders. We advocate excellence in leadership and strive to instill sustained change by establishing collaborative support systems among principals.

The partnership serves to develop a strong alliance within the School of Education that will be mutually beneficial in the development of their principal and administrative training programs; to provide our members with increased exposure and networking opportunities - through our partnerships with TCNJ faculty; to serve as a partner for in-service and staff development initiatives; to provide a series of workshops and professional development forums - held at both TCNJ and at sites around the state convenient for our members; and to take advantage of the institutional services offered at TCNJ.

Professional Development for Teachers

NJ SSI Specialty Skills

Middlesex County College
NJ Higher Education Sector: Community College
Year Began: 1994 Participants Served: 30-40

CONTACT INFORMATION

Darlene Yoseloff, Director, Office of School Relations
Middlesex County College
Edison, NJ
Telephone: 732.906.2554
Email: darlene_yoseloff@middlesexcc.edu

Partners: NJSSI, Various school districts including:, Woodbridge, Edison, Carteret, Somerville, Asbury Park, Long Branch, and Toms River

DESCRIPTION

Middlesex County College has partnered with NJ SSI as a specialty site for technology for most of the decade. The program provides hands-on professional development for teachers with an emphasis on integrating technology in math. From beginning calculator training through projects designed to "train the trainer" and through work with special education teachers, Middlesex has a tradition of implementing hands-on programs for teachers with strong input from their districts to strengthen and strategize for student and teacher success.

P12 Lesson Study

Middlesex County College
NJ Higher Education Sector: Community College
Year Began: 2003 Participants Served: 32

CONTACT INFORMATION

Darlene Yoseloff, Director, Office of School Relations
Middlesex County College
Edison, NJ
Telephone: 732.906.2554
Email: darlene_yoseloff@middlesexcc.edu

Partners: Woodbridge, Edison, Monroe. South Brunswick, Carteret, Dunellen

DESCRIPTION

The P12 Lesson Study partnership, originally funded by the NJDOE, brings the Japanese model to school districts in Middlesex County. Using the Lesson Study Model teachers work cooperatively to plan, implement, and reflect on a lesson. This model has been introduced in many areas of the country with great success. The partnership provides an introduction to the lesson study model; follow-up training as needed; public lessons and guided discussion and reflection.

Douglass Outreach

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 1 – 50 participants

CONTACT INFORMATION

Rita F. Gordon, M.Ed., BCBA, Director, Douglass Outreach
Rutgers, The State University of New Jersey
151 Ryders Lane, New Brunswick, NJ 08901
Telephone: 732.932.3902
Fax: 732.932.4469
Email: kdvorak@rci.rutgers.edu
Web Site: <http://gsappweb.rutgers.edu/dddc>

Partners: School Districts (i.e., Board of Education), School

DESCRIPTION

The goal of the Douglass Outreach project is to provide professional development/training/education for administrators/teachers/paraprofessionals/other therapeutic staff in the principles of Applied Behavior Analysis in regard to its application for learners with autism spectrum disorders. Some services include: Consultation to programs; training workshops in educational strategies; onsite visits to provide modeling and immediate feedback; program evaluation; and data monitoring.

Professional Development for Teachers

New Jersey Math Science Partnership

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 12 school districts, 3 instiutions of higher educations, about 80,000 students

CONTACT INFORMATION

William A. Firestone, Professor & Principle Investigator
Rutgers University
New Brunswick, NJ

Partners: Rutgers University, Rowan University, Kean University, Asbury Park, Bound Brook, Bridgeton, Millville New Brunswick, Philipsburg, Roselle, Plainfield, South Bound Brook, Toms River, Union City, Vineland

DESCRIPTION

Our goals are to improve student achievement in math and science in our 12 partner school districts, increase equity in achievement outcomes (reduce achievement gaps), improve the preparation of math and science teachers (in particular math and science education of elementary teachers) in our institutions of higher education, and evaluate and conduct research on the process.

We provide year round assistance in curriculum selection and implementation, professional development for teachers, training of principals and teacher leaders, and coordination of district improvement efforts. We also assist in the improvement of teacher education programs including the math and science courses for future teachers and provide teacher induction programs.

New Jersey Public Schools - Fluency Oriented Reading Instruction

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 1999 Participants Served: 150 Teachers, 3500 children

CONTACT INFORMATION

Melanie Kuhn and Lesley Morrow, Principal Research Investigation and Co-Principal Investigation
Rutgers Graduate School of Education
10 Seminary Place, New Brunswick, NJ 08901
Telephone: 732.932.7496
Fax: 732 932 4360
Email: lmorro@rci.rutgers.edu

Partners: Melanie Kuhn, Lesley Morrow, Gail Fazio - Linden, Lorraine Aklonis - Rahway, Dr. Marilyn Birnbaum - Superintendent of Schools, North Plainfield

DESCRIPTION

The purpose of the partnership is to train teachers in Fluency Oriented Reading Instruction. This federally funded program is in its 5th year. We have had positive results in the 2nd grade classrooms where the study was implemented with significant gains in scores in the treatment rooms. We are in a scale up mode to see how easily and effectively the project can be implemented in other districts.

Training is provided during the school year to teachers about Fluency Oriented Reading Instruction. Materials are provided for the teachers. Teachers are observed for fidelity to the program. Students are tested to determine how effective the treatment is.

Reading First - Lakewood

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 60 teachers/1500 children

CONTACT INFORMATION

Gail White, Director of Language Arts
Lakewood Public Schools
655 Princeton Ave., Lakewood, NJ 08701
Telephone: 732.901.2709
Fax: 732 905 3689
Email: gwhite@piners.org
Web Site: <http://www.lakewoodschools.org>

Partners: Gail White, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind, legislation grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Lakewood received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

Professional Development for Teachers

Reading First-Jackson Public Schools

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 40 Teachers, 900 Children

CONTACT INFORMATION

Adriann Jean-Denis, Reading First Grant Supervisor
Switlik Elementary School
75 W. Veteran's Highway, Jackson, NJ 08527
Telephone: 732.833.4650
Fax: 732 833 4672
Email: aldenis@jackson.k12.nj.us
Web Site: <http://www.jacksonsd.k12.nj.us>
Partners: Adriann Jean-Denis, Lesley Morrow

DESCRIPTION

Under the No Child Left Behind legislation grants called Reading First are available for schools in need of improvement. New Jersey received a Reading First grant for which districts applied and received funding. Jackson Public Schools received funding to improve literacy achievement in grades K through 3. Rutgers University provides teachers professional development opportunities to enhance reading strategies in the classroom. Teachers attend professional development workshops in the summer and during the academic year.

The World Languages Institute (The WLI)

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2000 Participants Served: 174 students registered in Summer 2004 plus 125 who did not take courses this summer

CONTACT INFORMATION

Marion Yudow, Administrative Director, World Languages Institute
Rutgers University
20 Seminary Place, New Brunswick, , NJ 08901
Telephone: 732.932.7373
Fax: 732.932.1556
Email: yudow@langlab.rutgers.edu
Web Site: <http://languageinstitute.rutgers.edu>
Partners: The Rutgers Office of Continuous Education and Out Reach, The Rutgers University Summer Session, The New Jersey Department of Education, The Rutgers University Departments of French, German, Italian and Spanish and Portuguese

DESCRIPTION

The WLI provides graduate level courses for K-12 world language teachers. It was developed shortly after the World Languages Core Curriculum Content Standards were adopted by the state of New Jersey, which called for a new vision of language learning and teaching and which required the restructuring of teacher education programs to focus more on content-based proficiency-oriented instruction. We offer seven core curriculum courses in methodology, 2nd language acquisition theory, assessment, and technology, plus 14 specific content courses taught in French, German, Italian and Spanish. Participants frequently enter the MAT programs of these aforementioned languages and receive their diploma after three summers.

Buck Institute for Education (BIE)

Rutgers, The State University of New Jersey - Center for Effective School Practices
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 150-200 per year

CONTACT INFORMATION

Claudia Burzichelli, Executive Director
Rutgers, The State University of New Jersey
80 Cottontail Lane, Suite 410, Somerset, NJ 08873
Telephone: 732-564-9100
Fax: 732-564-9099
Email: cdowling@rci.rutgers.edu
Web Site: <http://cesp.rutgers.edu>
Partners: Buck Institute for Education (BIE)

DESCRIPTION

BIE has developed a specific PBL model which draws on the experiences of teachers who successfully use PBL in their classrooms, recent research on student learning, and instructional models that incorporate authentic assessments, community-based education, service-learning, internships, or career academy curriculum. Project Based Learning is successful when careful attention is given to developing an engaging, student-focused culture in the classroom. The research on PBL clearly demonstrates marked improvement in retention of what is learned in a PBL program and even suggests the ability to learn more as reflected on standardized tests of academic achievement.

CESP professionals who have been trained by BIE staff provide instructional seminars to teachers throughout the acadmeic year and summer via workshops offered at various locations throughout the state. In addition, CESP staff have conducted in-service trainings both in-state and in other states as well.

Professional Development for Teachers

Coalition of Essential Schools

Rutgers, The State University of New Jersey - Center for Effective School Practices
NJ Higher Education Sector: Public Research University
Year Began: 1994 Participants Served: 37 New Jersey Schools

CONTACT INFORMATION

Claudia Burzichelli, Executive Director
Rutgers, The State University of New Jersey
80 Cottontail Lane, Suite 410, Somerset, NJ 08873
Telephone: 732-564-9100
Fax: 732-564-9099
Email: cdowling@rci.rutgers.edu
Web Site: <http://cesp.rutgers.edu>
Partners: 37 schools statewide, ranging K-12

DESCRIPTION

The goal of the Coalition of Essential Schools - New Jersey (CES-NJ) is to advance high achievement and deep understanding for all students through supporting schools' efforts to put the Common Principles of the Coalition of Essential Schools into practice. Each school chooses its own programs suited to its particular students, faculty, and community. CES-NJ staff can provide professional development in a variety of specific areas, including Classroom Practice, School Climate, Organizational Design, Leadership, and Community Connections.

Coaching, CES-NJ membership, and a broad range of targeted assistance are among the year-round programs and services we offer to help schools enhance teaching and learning, refashion organizational design, and develop meaningful community connections so that students are known, nurtured, and challenged in their schools.

National School Reform Faculty - Critical Friends Group

Rutgers, The State University of New Jersey - Center for Effective School Practices
NJ Higher Education Sector: Public Research University
Year Began: 2001 Participants Served: 250-350 per year

CONTACT INFORMATION

Claudia Burzichelli, Executive Director
Rutgers, The State University of New Jersey
80 Cottontail Lane, Suite 410, Somerset, NJ 08873
Telephone: 732-564-9100
Fax: 732-564-9099
Email: cdowling@rci.rutgers.edu
Web Site: <http://cesp.rutgers.edu>
Partners: National School Reform Faculty - Critical Friends Groups

DESCRIPTION

Critical Friends Groups (CFGs) are professional learning communities where educators reflect on, analyze, and give and receive feedback on teaching practices using a variety of protocols to examine student work for the purposes of improving student performance. Led by a trained CFG coach, CFGs meet on a regular basis in schools and function as a powerful vehicle for ongoing professional development and continuous school improvement. Through CFG training, educators acquire an experiential understanding of CFG practices and processes, and can then lead CFGs in their own schools.

CFG training takes place in intensive multi-day workshops. We can provide ongoing coaching subsequent to the training to assist CFG facilitators in implementing CFGs in their schools. Each CES-NJ coach is a trained CFG facilitator and CES protocols are used extensively in CFG work.

Thinking Across Perspectives

Rutgers, The State University of New Jersey - Dept. of Educational Psychology, Graduate School of Education
NJ Higher Education Sector: Public Research University
Year Began: 1999 Participants Served: expect to be working with 6-10 middle school science teachers this year, and possibly some elementary and high school teachers as well

CONTACT INFORMATION

Clark A. Chinn, Associate Professor
Dept. of Educational Psychology, Graduate School of Education, Rutgers University
10 Seminary Place, New Brunswick, NJ 08901
Telephone: 732.932.7496 x 8319
Fax: 732.932.6829
Email: cchinn@rci.rutgers.edu
Web Site: <http://rci.rutgers.edu/~cchinn/TAPhome.html>
Partners: National Science Foundation, Franklin Township Schools, Edison Schools (Herbert Hoover Middle School), Westfield Schools (planning to participate in future projects), South Plainfield Schools (planning to participate in future projects)

DESCRIPTION

The goal of the project is to work with teachers to develop instruction that promotes inquiry and critical thinking among students. During the academic year, a project team from the university meets with teachers to provide instructional materials for classroom use.

Professional Development for Teachers

French Resource Center

Rutgers, The State University of New Jersey - French Department
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: 500

CONTACT INFORMATION

Christelle Palpacuer, Director, French Resource Center
Rutgers University Language Institute
20 Seminary Place, New Brunswick, NJ 08901-1108
Telephone: 732.932.0668
Fax: 732.932.1556
Email: christelle.palpacuer@rutgers.edu
Web Site: <http://www.frenchrc.rutgers.edu>

Partners: French Embassy, Rutgers University French Department, Rutgers University Language Institute, New Jersey Department of Education, Individual school districts and teachers

DESCRIPTION

The Center aims to support and improve the teaching of French in New Jersey at the P-12 level and at Rutgers University. The Center develops French-related cultural and linguistic programs for the benefit of the educational, corporate, and cultural communities of the State of New Jersey. A staunch advocate of linguistic diversity, the Resource Center also aims at bringing French language and culture into the lives and classes of the children in the least privileged districts of New Jersey. The center ensures that French culture is available and accessible to all classes and groups of people in New Jersey.

- Workshops and pedagogical development for P-12 teachers;
 - distribution of teaching resources and materials (on-line and hard copy);
 - testing services for schools and individuals; on-line pedagogical support via informational website;
 - school visitations and consultations with teachers and principals;
 - presentations on French culture;
 - development of exchange programs.
- During the academic year primarily.

George J. Pallrand/Rutgers Research Showcase

Rutgers, The State University of New Jersey - Waksman Institute
NJ Higher Education Sector: Public Research University
Year Began: 2000 Participants Served: up to 75 high school science teachers are invited to each seminar; seminars are offered twice during the academic year

CONTACT INFORMATION

Dr. William H. Sofer, Professor
Waksman Institute
190 Frelinghuysen Road, Piscataway, New Jersey 08854-8020
Telephone: 732.445.3052
Fax: 732.445 – 5735
Email: sofer@waksman.rutgers.edu
Web Site: <http://morgan.rutgers.edu>

Partners: Participant teachers and school administrators represent a variety of public and private schools from around the state of New Jersey.

DESCRIPTION

The faculty at the Graduate School of Education and members of the Waksman Institute have partnered to provide a colloquium series for high school educators to bring the scientific research community and the schools together. Rutgers faculty present their current research to teachers and supervisors, while highlighting the nature of the scientific enterprise. A teacher-led discussion relating the topic to high school programs follows. In this way, science educators begin to identify their efforts with those of the scientific community.

High school science teachers and supervisors are invited to attend the colloquia at no cost. Currently two evening discussions followed by dinner are hosted during the academic year. Past seminars have been given by Rutgers faculty, researchers and scientists from our corporate sponsor, GE Healthcare (formally Amersham Biosciences). This is followed by a presentation from a high school teacher, who suggests ways to integrate aspects of the topic into existing programs.

Professional Development for Teachers

Rutgers Institute for High School Teachers

Rutgers, The State University of New Jersey, New Brunswick - Center for Historical Analysis
NJ Higher Education Sector: Public Research University
Year Began: 1989 Participants Served: 140

CONTACT INFORMATION

Susan R. Schrepfer, Director
Center for Historical Analysis, Rutgers University, New Brunswick
RCHA, 88 College Ave., New Brunswick, NJ 08901
Telephone: 732.932.8701
Fax: 732.932.8708
Email: schrepfe@rci.rutgers.edu
Web Site: <http://rcha.rutgers.edu>

Partners: Rutgers University, Public schools throughout New Jersey, Private schools throughout New Jersey

DESCRIPTION

The Institute for High School Teachers is designed for teachers of English and Social Studies but is open to all educators, administrators, curriculum directors, and those who intend to teach.

The primary goal is to establish communication between the secondary and the university educational communities. University faculty and secondary educators come together to discuss recent scholarly literature, innovative curricula design, primary sources for classroom use, and methods for meeting state-mandated standards. As a Professional Development Provider registered with the NJ Department of Education, the Institute also helps teachers meet their 100-hour, 5 year in-service requirement by providing official certification upon completion of each course.

Rutgers professors direct full-day conferences and afternoon courses throughout the academic year. The Institute plans, schedules, and coordinates these programs. Rutgers University offers parking, facilities, and certification.

The state's secondary schools, public and private, provide their teachers with release time for participation in the Institute and professional credit for this participation. The districts also generally provide funds for the teachers' registration fees. The state's teachers bring their expertise to the program and implement the ideas developed in the course of the institute's seminars and conferences.

Annual Evaluation of the National Environmental Health Education Campaign's Teacher Training Program

University of Medicine and Dentistry of New Jersey - School of Public Health
NJ Higher Education Sector: Public Research University
Year Began: 1994 Participants Served: 1704

CONTACT INFORMATION

Laura Hemminger, Director, Resouce Center
University of Medicine and Dentistry of NJ - School of Public Health
170 Frelinghuysen Road, EOHSI -Room 236G, Piscataway, NJ 08854
Telephone: 732.445.0351
Email: lehemmin@eohsi.rutgers.edu
Web Site: <http://www.eohsi.rutgers.edu/rc>

Partners: Dow Chemical Company Foundation, Johnson & Johnson, Praxair Foundation, Inc., National Institute of Environmental Health Sciences, School districts: Avenel; Bound Brook; Bridgewater; Clark; East Brunswick; East Orange; Edison; Elizabeth; Flemington; Freehold; Glen Gardner; Haledon; Hamilton; Hazlet; Irvington; Jersey City; Lanoka Harbor; Livingston; Manalapan; Manville;

DESCRIPTION

The annual summer institute helps to enhance environmental health science education in K-12th grade. Hands-on, interactive teacher professional development workshops focus on innovative environmental health sciencescurriculum. Approximately 175 teachers attend free summer workshops gaining skills and resources to use environmental health science for learning across disciplines, to enhance their capacity to teach basic science and math concepts and to acquire new methods to address education standards. The workshops may focus on toxicology, water pollution, air pollution or grant writing. Workshops are conducted by health educators and classroom teachers. Sessions may include interactive, scientific and other small group activities, current information from research scientists, curriculum integration discussions and cooperative learning. Teacher training is offered over the summer, with follow-up assessment conducted during the school year.

Tutoring/Academic Support Services

America Reads - New Brunswick Public Schools

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 1996 Participants Served: 160

CONTACT INFORMATION

Michelle Caliando, Jerry Clifford, Michelle Pierson, Leslie Katz, (WSR Facilitator) (WSR Facilitator/Vice Principal)
(Reading Specialist)
Livingston/Lincoln Elementary Schools
New Brunswick, NJ 08901
Telephone: 732.745.5369.5461

Partners: Rutgers Graduate School of Education, Federal Work Study Program at Rutgers, New Brunswick Public Schools, Rutgers Office of Financial Aid - Vivian Landix

DESCRIPTION

The purpose of the program is to train undergraduate college students to tutor students in literacy and assist struggling readers in the New Brunswick Public Schools. Tutors receive several training sessions and work with the same children throughout the year. The college students are federal work study children who are paid for their work. Rutgers federal work study students provide tutoring in literacy for children in need of help in the New Brunswick Public Schools. This occurs during the academic year.

Impact of School Library on Student Learning

Rutgers, The State University of New Jersey
NJ Higher Education Sector: Public Research University
Year Began: 2003 Participants Served: 10 teacher/librarian teams

CONTACT INFORMATION

Ross Todd, Associate Professor
Rutgers University
New Brunswick, NJ
Telephone: 732.932.7500 x8223
Fax: 732.932.2644
Email: rtodd@scils.rutgers.edu
Web Site: <http://www.cissl.scils.rutgers.edu>

Partners: Rutgers University, 10 NJ Public schools, Educational Media Association of NJ

DESCRIPTION

The research project has the endorsement and participation of the Educational Media Association of NJ (EMAnj). The primary participants in this project are middle and secondary school students engaged in inquiry projects in 10 schools in New Jersey. Their voices constitute the data of the assessment procedures and instruments. This data represents a multi-dimensional view of learning. School librarians and teachers working with these students are also participants. There are several targeted audiences for the outcomes of this research. These include the school library professional community, as well as teachers, school administrators, and educational leaders engaged in funding decisions and policy-making.

New Literacies for a New Millennium

Rutgers, The State University of New Jersey - Center for Media Studies
NJ Higher Education Sector: Public Research University
Year Began: 2002 Participants Served: approx. 50 students, 4 faculty at GBCS

CONTACT INFORMATION

Dr. Robert Kubey, Director
Rutgers University, Center for Media Studies
4 Huntington Street, New Brunswick, NJ 08901
Telephone: 732.932.8164
Email: kubey@scils.rutgers.edu
Web Site: <http://www.mediastudies.rutgers.edu/>

Partners: Center of Media Studies at Rutgers, Greater Brunswick Charter School, 429 Joyce Kilmer Ave., New Brunswick, NJ 08901, Richard A. Pressler, Exec. Director

DESCRIPTION

This project has three main goals. First, that Greater Brunswick Charter School students become more critical thinkers, more interactive learners, more effective users of mass media and the Internet, more discriminating consumers, more responsible citizens, and producers of media messages in their own right. Second, that in developing and teaching the curriculum, the Center will be able to assess which strategies and activities are most effective in teaching students to be literate in the traditional and new media. Third, that in building upon what is learned through developing, teaching and assessing new literacy curriculum, a comprehensive program can be made available to other schools and school districts in New Jersey and beyond. Some services offered include media literacy classes for grades 5/6 and 7/8 - one hour each class once a week; professional development and teacher training sessions for faculty members at Greater Brunswick Charter School; and materials for media literacy curriculum.

Tutoring/Academic Support Services

Merck Institute for Science Education

Rutgers, The State University of New Jersey - Douglass College
NJ Higher Education Sector: Public Research University
Year Began: 1994 Participants Served: 748

CONTACT INFORMATION

Jacqueline D. Heads, Director for Undergraduate Program - Douglass Project for Women in Math, Science, & Engineering
Rutgers University - Douglass College
50 Bishop Street, New Brunswick, NJ 08901
Telephone: 732.932.9197 x19
Fax: 732.932.1533
Email: jaden@rci.rutgers.edu
Web Site: http://www.rci.rutgers.edu/~dougproj/dp_outreach.html
Partners: Merck Institute for Science Education, Douglass College, Associate Alumnae of Douglass College, Rutgers University Academic Departments (Math & Science), New Brunswick School District

DESCRIPTION

The Outreach Program is a community service project that fosters involvement in math and science education, and provides positive role models to children in elementary and middle schools. Undergraduate volunteers lead hands-on science activities in public school classrooms, chaperone field trips, and assist with science fairs. Through classroom activities, undergraduate volunteers work with children to investigate the practical applications of math and science in today's society. In addition, the children are able to talk with women who are successfully pursuing college majors in math, science, and engineering. Through these interactions, undergraduate students develop facilitation, communication, and problem-solving skills and introduce children to the exciting worlds of math and science. All activities are based on New Jersey Core Curriculum Content Standards.

French CASE Course

Rutgers, The State University of New Jersey - French Department
NJ Higher Education Sector: Public Research University
Year Began: 1993 Participants Served: approx 65 students

CONTACT INFORMATION

Professor Mary Shaw, Professor
Rutgers University, French Department
141 George Street, New Brunswick, NJ
Telephone: 732.932.9474
Fax: 732.932.3749
Partners: Rutgers University (NB) French Department, Lord Stirling Elementary School, New Brunswick

DESCRIPTION

Developed through the University-wide Citizenship and Service Education program, the French Department's outreach courses combine study of various themes in French and Francophone literature and culture with service by involving undergraduates in teaching French language and culture to children attending Lord Stirling Elementary School. Each fall one Professor supervises 10 to 15 undergraduates who teach 40 to 60 children in class at Lord Stirling twice a week. Every spring the program shifts to a volunteer basis and instruction occurs in the after school program.

Technology Institute

Union County College
NJ Higher Education Sector: Community College
Year Began: 2004 Participants Served: 60 per year

CONTACT INFORMATION

Dr. Wallace Smith, Vice President, Academic Affairs
Union County College
1033 Springfield Ave., Cranford, NJ 07016
Telephone: 908.709.7515
Fax: 908.709.0527
Email: smith@ucc.edu
Partners: Union County Magnet High School - a part of Union County Vocational Technical School, Union County College

DESCRIPTION

High school students become proficient in the use of the latest technology by earning industry certification in college courses while in high school. A CAIT (computer-assisted technology instructor) who is a UCC faculty member will teach classes in Microsoft, computer-design, and computer applications for certification to Union County Magnet High School students throughout the year.
